MY WORKBOOK IN SPELLING

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GERALD A. YOAKAM SEWARD E. DAW
HARRY W. BROWN CLARE R. McLEOD JOHN R. McCARTHY
MILTON F. PUMMELL NORMAN R. WIGHTMAN

GINN AND COMPANY

MY WO PELLING

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ALBERTAENSIS

By GER E. DAW

REVI S BY

HARRY W. BROWN
CLARE R. MacLEOD
MILTON F. PUMMELL
NORMAN R. WIGHTMAN

GINN AND COMPANY · TORONTO

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Text Edition of *My Spelling, Grade Seven,* and Teacher's Edition also available.

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Unit I · Building New Words

1. Spelling Plural Nouns

If you are willing to establish certain habits, learning to spell correctly is not difficult. Each term your vocabulary will increase, and gradually you will become better informed about building new words.

Do you know how to spell plural nouns? Many words, such as *mirror*, *excursion*, *jacket*, *expression*, and *entertainment*, simply add an *s*. Such words as *virtue*, *catalogue*, and *schedule* also add an *s*. Words which end in *sh*, *ss*, *ch*, *x*, and *z* usually add *es*. Three such words are *process*, *sketch*, and *compass*.

Words ending in a consonant and *y* change the *y* to *i* and add *es*. How should you form the plural of *battery*, *society*, *university*, *community*? Words such as *donkey* and *boy*, which end in a vowel and *y*, add the *s* without any change in the root words.

A few words follow other rules, but these three will enable you to spell most plural nouns.

New Words

correctly	mirror	excursion	catalogue
establish	virtue	expression	schedule
term	jacket	entertainment	compass
gradually	process	community	battery
informed	sketch	university	society

Monday. 1. Read the lesson silently or aloud.

2. Discuss it with your classmates.

3. Pronounce each New Word and underline it in the lesson. Use each New Word orally in a sentence.

4. Copy the New Words below and in the opposite column.

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Working with Words on Tuesday

1. Write the plural form of each word in the last three columns of New Words.

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2. Write the New Words in the first column in alphabetical order.

(1)---------- (3)----------

(2)---------- (4)----------

(5)----------

Copy the rest of your New Words here.

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547.8

545009

MY WO PELLING

GRADE SEVEN

By GERALD A. YOAKAM *and* SEWARD E. DAW

REVISED FOR CANADIAN SCHOOLS BY

HARRY W. BROWN
CLARE R. MacLEOD
JOHN R. McCARTHY
MILTON F. PUMMELL
NORMAN R. WIGHTMAN

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Unit I · Building New Words

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Words ending in a consonant and *y* change the *y* to *i* and add *es*. How should you form the plural of *battery*, *society*, *university*, *community*? Words such as *donkey* and *boy*, which end in a vowel and *y*, add the *s* without any change in the root words.

A few words follow other rules, but these three will enable you to spell most plural nouns.

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establish	virtue	expression	schedule
term	jacket	entertainment	compass
gradually	process	community	battery
informed	sketch	university	society

Monday. 1. Read the lesson silently or aloud.

2. Discuss it with your classmates.

3. Pronounce each New Word and underline it in the lesson. Use each New Word orally in a sentence.

4. Copy the New Words below and in the opposite column.

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Working with Words on Tuesday

1. Write the plural form of each word in the last three columns of New Words.

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2. Write the New Words in the first column in alphabetical order.

(1)---------- (3)----------

(2)---------- (4)----------

(5)----------

Copy the rest of your New Words here.

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547.8

545009

My First Test

On Wednesday of each week you will take your first test.

1. Listen carefully as your teacher pronounces each word. Say the word to yourself after her. Write each word after its number.

2. Put a X after each word that you misspelled. Count the number of words you spelled right. Write this number where it says *My First Score.*

3. The words you misspelled are your Hard Words. Write them correctly in the third column below.

1. _____	11. _____	1. _____
2. _____	12. _____	2. _____
3. _____	13. _____	3. _____
4. _____	14. _____	4. _____
5. _____	15. _____	5. _____
6. _____	16. _____	6. _____
7. _____	17. _____	7. _____
8. _____	18. _____	8. _____
9. _____	19. _____	9. _____
10. _____	20. _____	10. _____

My First Score _____ Is every word right?_____

Learning My Hard Words

Each Thursday you will study your Hard Words.

1. Turn to the inside of the back cover of this book. Read and follow the steps for learning to spell a word as you study your Hard Words. Practise writing your words on a separate sheet of paper.

2. When you are sure that you know your Hard Words, write them correctly in the blanks below.

3. If you have no Hard Words for the week, you may write in the blanks words that you use in your other work.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

My Friday Test

Each Friday you will take a test to see how well you have mastered the words for the week.

1. Turn to page 73 of this book and find the space for writing your first Friday test.

2. Listen carefully as your teacher pronounces each word. Then write it correctly.

3. When you have finished your test, correct your paper carefully. Did you misspell any words? If you did, put a X beside each of them.

4. Write correctly any words that you misspelled in the space in the next lesson called *Words I Misspelled in Last Friday's Test.* On Thursday of next week study these words again.

My Progress Chart

On page 96 you will find a chart where you may keep a record of your Friday tests. Study the directions for marking your chart. Watch your record improve!

2. Adding *ed* and *ing*

If you will adopt a few formal rules for adding the suffixes *ed* and *ing*, you will be less likely to misspell many words in everyday use.

1. Many words are formed by adding *ed* and *ing* without any change. Such words are *furnished*, *elected*, and *remaining*.

2. Words such as *cease* and *seize*, which end in a silent *e*, drop the *e* before adding *ed* and *ing*. Notice this example: *advertise*, *advertised*, *advertising*.

3. Words ending in a consonant and *y* change the *y* to *i* before adding *ed*, but do not make any change before adding *ing*. Notice these words: *apply*, *applied*, *applying*; *reply*, *replied*, *replying*; *accompany*, *accompanied*, *accompanying*; *supply*, *supplied*, *supplying*.

4. Words ending in a vowel and *y* simply add *ed* and *ing*. Such words are *delay*, *delayed*, *delaying*, and *destroy*, *destroyed*, *destroying*.

Next week you will learn the rules for doubling the final consonant before adding *ed* and *ing*.

New Words

adopt	remaining	apply	accompany
formal	cease	applied	accompanying
misspell	seize	applying	supplied
elected	advertise	replied	delayed
furnished	advertising	replying	destroyed

Follow the directions for Monday on page 1.

Working with Words

1. Write the words formed by adding **ed** to **adopt** and **misspell**.

2. Find the meaning of **formal** in your dictionary, Write a sentence using **formal**.

3. Drop the suffix from **elected**, **furnished**, and **remaining** and write the three root words.

4. Which rule for adding **ed** and **ing** should you follow for **cease** and **seize**? Add **ed** and **ing** to each word. Write the new words.

5. Write **delayed** and **destroyed**. Draw a circle around the vowel and **y**, with which each root word ends. Add **ing** to the root words. Write the new words.

6. Write the words **advertise**, **advertising**, **accompany**, and **accompanying**. Find them in your dictionary. Say them by syllables. Underline each syllable.

7. Write the words formed by adding **ed** and **ing** to **apply**, **reply**, **accompany**, and **supply**.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Reread the directions for studying your Hard Words. When you know your Hard Words, write them below. If you have no Hard Words this week, you may write other words that you use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

Study these words when you have learned your Hard Words for the week.

_____ _____
_____ _____
_____ _____

Review Words

Study these words on Thursday. The Review Words will be a part of your Friday test.

schedule	term	catalogue	establish
community	gradually	university	sketch

Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

Other Words to Spell

Here are other words that you may learn whenever you have extra time.

varied	varying	hurrying	betrayed

My Friday Test

Turn to page 74 for your Friday test.

3. Doubling the Final Consonant

The rules for doubling the final consonant before adding *ed* and *ing* are more difficult than the rules given in lesson 2. If you are convinced of their value, however, and determine to master them, you will soon use them constantly. As you will see, many ordinary words follow the rules.

1. Words of one syllable ending in a single consonant preceded by a single vowel double the final consonant before adding *ed* and *ing*. Notice *trim, trimmed; wrap, wrapped; ship, shipping*; and *shop, shopping*. Notice also such words as *wedding*.

2. Words of two or more syllables double the final consonant before adding *ed* and *ing* when these conditions are met: the last syllable ends in a single consonant preceded by a single vowel, and the accent is on the last syllable. Examples of this rule are *refer, referred, referring; occur, occurred, occurring; submit, submitted, submitting; commit, committed, committing; permit, permitted, permitting*; and *compel, compelled, compelling*.

New Words

convinced	wrapped	referred	commit
determine	shipping	occur	committed
constantly	shopping	occurred	permitted
ordinary	wedding	submit	compel
trimmed	refer	submitted	compelled

Follow the directions for Monday on page 1.

Working with Words

1. Find these words in your dictionary: **occur, refer, compel, commit, submit.** Write each word in syllables and place the accent mark. Say each word carefully. In each word underline the final consonant and the single vowel which precedes it. Write the New Words formed from the five words given above.

---

2. Write **permitted**. Write the root word from which it is formed and mark the accented syllable.

---

3. Write the five New Words that were formed by doubling the final consonant and adding **ed** or **ing** to words of one syllable. Draw a circle around each root word.

---

4. Find **convinced, ordinary, constantly**, and **determine** in your dictionary. Say each word softly by syllables. Write the words.

---

5. Find the eight New Words which doubled the final consonant before adding **ed.** Write each of the words, using the suffix **ing** instead of **ed.**

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

defer deferred stirring slipped

Review Words

omitted	accompanying	destroyed	seize
planning	advertising	misspell	cease

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the root words from which **accompanying** and **advertising** are formed. Underline each syllable.

_____ _____

3. What is the prefix in **misspell**? Draw a circle around it in the word that you wrote in exercise 1.

4. In exercise 1 put a X after the word in which **s** is pronounced **z**.

My Friday Test

Turn to page 73 for your Friday test.

4. Writing Possessive Forms

A good secretary at her typewriter is always alert to spelling. Unless she spells perfectly on every occasion, she may lose her opportunity to earn a living. In order to be accurate, she keeps a dictionary on her desk. When she is uncertain of the spelling of a word, she turns to the dictionary for help. She knows that she must not guess.

Since a mistake in placing the apostrophe is considered a spelling error, she must know how to write possessive forms.

Can you write correctly the possessive forms of these singular nouns: *chairman, janitor, audience, preacher, missionary, companion, burglar*?

Can you also write correctly the possessive forms of these plural nouns: *committees, partners, seniors, rebels*?

If you cannot give a clear explanation of the way to spell possessive forms, study the rules in the next column.

New Words

rebels	chairman	secretary	opportunity
seniors	preacher	typewriter	missionary
janitor	audience	perfectly	companion
partners	accurate	dictionary	committees
burglar	occasion	considered	explanation

Follow the directions for Monday on page 1.

Working with Words

1. These are the rules for writing the possessive form of singular and plural nouns:

(1) Singular nouns form the possessive by adding an apostrophe and s (**pilot, pilot's**).

(2) Plural nouns which end in s add only an apostrophe to form the possessive (**aviators, aviators'**).

(3) Plural nouns which do not end in s add the apostrophe and s to form the possessive (**men, men's**).

2. Write the possessive form of each singular noun listed in italic type in the opposite column.

---

3. Now write the possessive form of each plural noun listed in italic type in the opposite column.

---

4. Write the plural form of **opportunity** and **dictionary**.

---

5. Write the New Words you have not written in exercises 1–4. Underline the syllables in each one.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____ Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

tailor debtor pastor employer

Review Words

principal	ordinary	occurred	compelled
premier	referred	submitted	wrapped

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Use correctly the singular or plural possessive form of **premier** and **principal** in these sentences:

(1) The **prem**_____ wives came to the banquet.

(2) The new books are in the **prin**_____ office.

(3) We listened to our **prem**_____ speech.

My Friday Test

Turn to page 74 for your Friday test.

5. Our Language

Our English language is constantly growing and developing. Inventions and discoveries bring new words into daily speech or give new meanings to old words. Important events also bring certain words into common usage. Every child today recognizes such words as *aviator*, *monoplane*, *propeller*, *glider*, and *parachute*; yet years ago these words were unknown.

English grew out of Anglo-Saxon, but almost half our words are borrowed from other languages, especially Greek, Latin, and French. Such words as *photograph*, *democratic*, and *apology* are taken from Greek words; while *noble*, *column*, *verse*, *compare*, *resemble*, and *religious* are based on Latin words. Such words as *bureau*, *prairie*, and *bouquet* are French.

Other languages have contributed words also. The word *awkward* is taken from Old Norse, *alcohol* from the Arabic, and *toboggan* from one of the Indian languages.

New Words

noble	aviator	compare	monoplane
verse	apology	resemble	propeller
glider	prairie	religious	parachute
column	bouquet	awkward	photograph
bureau	alcohol	toboggan	democratic

Follow the directions for Monday on page 1.

Working with Words

1. Write **bureau**, **prairie**, and **bouquet**. Find each word in the dictionary and learn to pronounce it.

2. Write **column** and **awkward**. Find the words in the dictionary. Cross out the silent letters in them.

3. Write the five New Words that refer to aviation. Use the words orally in sentences.

4. Make new words by dropping final **e** and adding **ed** and **ing** to **compare**. Write the words.

5. Write the New Words that might be used to describe (1) our form of government and (2) a book such as the Bible.

6. Find **apology**, **alcohol**, **photograph**, and **toboggan** in the dictionary. Say each word softly. Write the words and mark the sound of the a's and o's.

7. Write the New Word that has only one syllable.

8. Write the two New Words that end in **ble**.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

detour coupé ski dial

Review Words

ancient secretary opportunity committees
literature occasion explanation accurate

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Write the plural form of **secretary** and **occasion.**

_____ _____

3. Make new words by adding **al** to **occasion** and **ly** to **accurate.** Write the words. Say them.

_____ _____

My Friday Test

Turn to page 73 for your Friday test.

6. Let's Make Sure

What to Do during Review Week

Every sixth week is Review Week. You may now review the words studied in the last five weeks. The directions below tell you what to do on each day.

Monday. Say the Review Words softly to yourself. Underline in the list all the words that you misspelled on the Friday tests during the last five weeks. Study each of these words. Follow the steps for study on the inside of the back cover. When you are sure that you know each of your hard words, write them in the space under *Words I Misspelled on My Friday Tests.*

Tuesday. If you did not have time to study all your Review Words on Monday, finish working on them on Tuesday. Then start to do the exercises called *Reviewing Your Words.* Do as many exercises as you can. Study again any words that are hard for you to spell.

Wednesday. Take a test on the first half of your Review Words. Check your paper carefully. If you misspell any words, write them in the list of Spelling Demons.

Thursday. Take a test on the second half of your Review Words. Check your paper. If you misspell any words, write them in your list of Spelling Demons.

Friday. Study the words that you misspelled on Wednesday or Thursday. If you did not misspell any words, you may finish the exercises called *Reviewing Your Words.*

Review Words

applied	awkward	compass	dictionary
submit	cease	supplied	explanation
formal	accurate	audience	constantly
occur	permitted	furnished	advertising
refer	occurred	shipping	determine
verse	seize	schedule	committees
commit	burglar	replying	remaining
glider	apology	propeller	photograph
sketch	battery	shopping	catalogue
aviator	compare	chairman	gradually
rebels	establish	submitted	expression
noble	delayed	monoplane	religious
virtue	wrapped	compelled	considered
column	process	parachute	democratic
jacket	wedding	destroyed	missionary
adopt	trimmed	occasion	committed
bureau	misspell	toboggan	excursion
compel	bouquet	companion	university
mirror	elected	resemble	accompany
apply	referred	convinced	typewriter
alcohol	ordinary	community	opportunity
society	prairie	advertise	secretary
replied	preacher	perfectly	correctly
janitor	informed	applying	accompanying
seniors	partners	term	entertainment

Words I Misspelled on My Friday Tests

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Reviewing Your Words

1. Drop the final **e** from **determine, resemble,** and **convince** and add **ed** and **ing.** Write the new words. Say them.

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2. In your dictionary the pronunciation of each word is shown in brackets. The vowels are marked according to their sounds, and the accented syllables are shown. For example, **photograph** appears as **fō′tō gråf**. The marks for the vowel sounds are called *diacritical marks*. Already you are familiar with the short vowels, **ă, ĕ, ĭ, ŏ,** and **ŭ,** and the long vowels, **ā, ē, ī, ō,** and **ū.** By the end of this year you should recognize easily all the diacritical marks used in your dictionary.

3. Find these words in your dictionary: **noble, compare, propeller, submit, democratic, advertise, monoplane.** Copy the words in syllables and mark each vowel. Cross out any final silent e's. Do not copy the pronunciation forms. Say each word, observing the vowel sounds. Then write each whole word.

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4. A word having almost the same meaning as another word is called a *synonym*. For example, **replied** is a synonym of **answered**. Among your Review Words find a synonym of each of the following: **clumsy, stop, exact, allowed, happened, grasp.** Write the Review Words.

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5. Write the plural form of **bouquet, prairie, monoplane,** and **propeller.**

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6. Review the rules for forming possessives. Write sentences using the possessive forms of **secretary, burglar, missionary, janitor,** and **aviator.** Then write sentences using the possessive of the plural form of each word.

Wednesday Test

Turn to page 83 and write the first half of your Review Words.

Thursday Test

Turn to page 83 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.

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7. A Land of Opportunity

It is the firm belief of every immigrant that the glorious prospect of genuine opportunity awaits him in Canada. Before leaving his native land he must secure a certificate of good health and character. Once admitted here, he may find an acceptable position and become a skilled worker or tradesman.

An immigrant, Susanna Moodie, was the author of a book which gives a fine description of pioneer life in Canada. Her family suffered extreme poverty, and for a time the appearance of their home was dingy and poor. But Mrs. Moodie was honestly happy in Canada and was able to create delightful poems about the country she loved. She did not envy those who lived more favourably, for she had achieved success and happiness in her own way.

New Words

firm	admitted	certificate	immigrant
create	prospect	description	delightful
envy	genuine	appearance	glorious
skilled	extreme	honestly	favourably*
author	poverty	acceptable	happiness

*Also spelled **favorably.**

Follow the directions for Monday on page 1. Copy the New Words below and in the next column.

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Working with Words

1. Find each of the New Words in the last two columns in your dictionary. Say them by syllables. Write each word. Underline the syllables and put in the accent marks.

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2. Write in alphabetical order the New Words in the first two columns.

(1)---------- (6)----------

(2)---------- (7)----------

(3)---------- (8)----------

(4)---------- (9)----------

(5)---------- (10)----------

Copy the rest of the New Words here.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____ Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

refuge rejoice alien tenement

Review Words

foreign	bureau	alcohol	awkward
succeed	apology	prairie	propeller

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Add **er** to **foreign** and **ly** to **awkward**. Write the new words.

_____ _____

3. Write the plural form of **apology** and **bureau**.

_____ _____

My Friday Test

Turn to page 74 for your Friday test.

8. The Man from Czecho-Slovakia

In 1939 Thomas Bata left Czecho-Slovakia and came to Canada. He had confidence that in Canada the rights of every private individual would be respected, and that honesty, character, good personal judgment, and hard work would find favour and accomplish much.

From Europe he brought a superintendent and eighty-one key men from the shoe business which his family had operated ever since 1580. Although materials were limited, he immediately began to build a factory in eastern Ontario. With Mr. Bata's faculty for management, the plant grew rapidly from this humble start. The first year's production was 376,459 pairs of shoes.

The belief that Mr. Bata displayed in Canada was fully justified. His successful career illustrates the sincere welcome that this country offers to men of his type.

New Words

favour*	limited	displayed	production
sincere	honesty	judgment*	immediately
private	personal	illustrate	management
belief	faculty	character	superintendent
humble	operated	confidence	accomplish

*Also spelled **favor, judgement.**

Follow the directions for Monday on page 1.

Working with Words

1. Write the words **immediately** and **superintendent** in syllables. Use your dictionary for help. Say the words carefully. Write the whole words.

2. Write **belief.** Underline the **ie.** Then write the New Word that ends in **tion.**

3. Write the New Words which are formed from **honest, display, limit, manage.** Underline each suffix.

4. Write the words **character, favour, personal,** and **faculty.** Make up oral sentences illustrating two different meanings for each word. Use your dictionary for help.

5. Write **judgment.** Notice that you must drop the **e** in **judge** before adding **ment.** Write the word that rhymes with **rumble.**

6. Find **illustrate, operated, accomplish, confidence** in your dictionary. Say the words by syllables. Write the words and mark each vowel sound.

7. Make new words by adding **ly** to **sincere** and **private.** Write the words.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

manufacturer naturalize obedience extensive

Review Words

sincerely	genuine	certificate	description
sense	acceptable	appearance	glorious

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Add the suffix **ly** to **genuine** and **glorious**. Write the new words. Say them.

_____ _____

3. Find the root words in **appearance** and **acceptable**. Add **ed** to each root word.

_____ _____

My Friday Test

Turn to page 76 for your Friday test.

9. An Immigrant from Scotland

In 1843, when twenty-five years old, George Brown came to Canada from Scotland. He began his career as editor of the Toronto *Banner*, a weekly journal, and the following year he commenced to publish the *Globe*.

In those days the collection of news was difficult and at first the paper had a circulation of only a few hundreds. However, it soon proved to be more attractive than any magazine. One feature of this popular newspaper was a tireless campaign for needed reforms. Brown began to criticize fearlessly those who appeared ignorant of the need for better transportation and for a union of the provinces of Canada.

While perhaps not entitled to be called a literary genius, Brown did distinguish himself as a great Canadian. He sacrificed himself readily and completely in order to help build a better Canada, and he was personally responsible for many sensible reforms.

New Words

editor	entitled	criticize	campaign
career	literary	ignorant	completely
journal	popular	collection	distinguish
readily	feature	attractive	circulation
sensible	publish	magazine	personally

Follow the directions for Monday on page 1.

Working with Words

1. Find two meanings for **journal** in your dictionary. Write a sentence illustrating each meaning.

---

2. Write a sentence using the possessive form of **editor.**

---

3. Notice the **z** in **criticize. Criticize** may also be spelled **criticise,** but the former spelling is preferred. Write **criticize.** Now find **campaign** in the dictionary. What sound has the syllable **paign**? Write **campaign.**

---

4. Write two New Words ending in **tion.**

---

5. Write two New Words in which **ly** was added to a root word without any change.

---

6. Add the suffix **es** to **publish** and **distinguish.** Write the new words. Say them.

---

7. Write the plural form of **career** and **magazine.**

---

8. Write **ignorant, literary, entitled, sensible, attractive, readily, feature,** and **popular.** Turn to your dictionary and find the meanings of the words. Use each one orally in a sentence.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

biography autograph destined charity

Review Words

successful judgment immediately belief
separate character superintendent illustrate

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Drop final **e** and add **ed** and **ing** to **illustrate.**

_____ _____

3. Add **ly** to **separate** and **successful.** Underline the root words in each of the words that you write.

_____ _____

My Friday Test

Turn to page 75 for your Friday test.

10. A Famous Musician

Early in life Sir Ernest Macmillan showed that he had musical talent. At the age of nine he wrote his first composition. At fifteen he was a church organist and choir director.

In 1914, while he was attending an opera festival at Bayreuth in Germany, war broke out and he was interned. In the prison camp he came across a man who had a violin. This inspired him to organize a camp orchestra.

He has always made it his practice to render generous assistance to every musician who has had the privilege of being associated with him. His influence has been great, and he has won the friendship of thousands.

When you hear a radio station announce an orchestra or chorus under Sir Ernest's leadership, arrange to listen. You will find that his music will add real enjoyment to your leisure time.

New Words

violin	musical	orchestra	composition
opera	leisure	organize	assistance
chorus	arrange	announce	musician
choir	render	generous	influence
talent	director	privilege	friendship

Follow the directions for Monday on page 1.

Working with Words

1. Write two New Words containing the word **music.**

---

2. Find **orchestra, choir,** and **chorus** in the dictionary. Notice how each is respelled and marked for pronunciation. What sound has **ch**? Write each word.

---

3. Write **leisure** and **friendship.** Underline the **ei** in **leisure** and the **ie** in **friendship.**

---

4. In your dictionary find the meanings of these words: **render, opera, composition, talent.** Write the words. Use them orally in sentences.

---

5. Drop final **e** and add **ed** and **ing** to **organize, arrange,** and **announce.** Write the new words.

---

6. Write the plural form of **director** and **violin.**

---

7. Find **generous, privilege, assistance,** and **influence** in the dictionary. Say each word softly by syllables, looking at each letter. Write the words.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____ Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

violinist compose symphony announcer

Review Words

grammar	completely	criticize	readily
prefer	magazine	personally	sensible

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Review the rule for doubling the final consonant. Then add **ed** and **ing** correctly to **prefer.**

_____ _____

3. Drop **ly** from **completely** and **personally** and write the new words.

_____ _____

My Friday Test

Turn to page 76 for your Friday test.

11. A Great Photographer

Yousuf Karsh came to live in Canada when he was fourteen. He showed particular ability in photography, and became an employee in a studio.

Karsh won rapid promotion and eventually set up his own business. He photographed people in all walks of life—professors, tradesmen, housewives—and is now frequently asked to make portraits of famous people, including the King. He gets a good income from his profitable studio in Ottawa, but is more interested in work than in acquiring property.

He has always disliked the bustle of the city. As soon as possible he began drafting plans for a home on the outskirts of Ottawa, away from the noise and clatter of trolley lines and traffic.

Small in physical stature, Karsh displays keen mental activity, but is extremely modest about his achievements. He is sometimes impatient, but always shows courtesy. We are fortunate that this brilliant man selected Canada for his home.

New Words

mental	activity	employee	fortunate
trolley	brilliant	professor	frequently
modest	drafting	impatient	particular
selected	courtesy	extremely	profitable
income	physical	property	promotion

Follow the directions for Monday on page 1.

Working with Words

1. Write the New Word with the prefix **im**. Drop the prefix and write the root word.

---

2. Write the plural form of **activity**, **courtesy**, and **trolley**. In which word does the **y** not change to **i**?

---

3. Write **frequently** and **extremely**. Drop the **ly** and write the root words. Now write **fortunate**. Add **ly** to make a new word.

---

4. Write **physical**. What sound has **ph**? Now write **professor**. Look at each letter. Underline **ss**.

---

5. Find the meanings of **modest**, **income**, **mental**, and **employee** in your dictionary. Write each word.

---

6. Find these words in your dictionary: **particular**, **profitable**, **brilliant**, **property**, **promotion**. Say each one softly by syllables. Write the words, underline each syllable, and put in the accent marks.

---

7. Write **selected** and **drafting**. Drop the suffix from each one and write the root word.

My First Test

Write each New Word below:

1. ---------- 11. ----------
2. ---------- 12. ----------
3. ---------- 13. ----------
4. ---------- 14. ----------
5. ---------- 15. ----------
6. ---------- 16. ----------
7. ---------- 17. ----------
8. ---------- 18. ----------
9. ---------- 19. ----------
10. ---------- 20. ----------

My First Score _____

Write your Hard Words:

1. ----------
2. ----------
3. ----------
4. ----------
5. ----------
6. ----------
7. ----------
8. ----------
9. ----------
10. ----------

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

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---------- ----------
---------- ----------
---------- ----------

Words I Misspelled on Last Friday's Test

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---------- ----------
---------- ----------

Other Words to Spell

comrade magnet transmitting acid

Review Words

knowledge orchestra leisure talent
gentlemen musician assistance privilege

1. Write your Review Words here.

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---------- ----------
---------- ----------
---------- ----------

2. Write the plural form of **musician** and **orchestra**.

---------- ----------

3. Add **ly** to **leisure**. Write the new word. Change the **ce** in **assistance** to **t** and write the new word.

---------- ----------

My Friday Test

Turn to page 75 for your Friday test.

12. Let's Make Sure

Review Words

Read again the directions on page 11 for work during Review Week.

firm	poverty	generous	happiness
envy	sensible	musician	superintendent
render	drafting	favourably	description
editor	genuine	character	appearance
opera	honesty	employee	delightful
choir	extremely	campaign	friendship
create	director	literary	management
career	glorious	impatient	distinguish
skilled	musical	profitable	particular
belief	operated	immigrant	circulation
author	journal	acceptable	certificate
modest	popular	attractive	confidence
violin	courtesy	privilege	judgment
favour	limited	property	magazine
mental	publish	fortunate	accomplish
income	activity	influence	illustrate
chorus	feature	admitted	production
humble	entitled	announce	professor
trolley	organize	collection	physical
readily	criticize	promotion	composition
leisure	prospect	assistance	immediately
sincere	arrange	orchestra	completely
extreme	honestly	personal	frequently
faculty	private	ignorant	personally
talent	selected	displayed	brilliant

Words I Misspelled on My Friday Tests

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---------- ----------

---------- ----------

---------- ----------

---------- ----------

---------- ----------

---------- ----------

---------- ----------

---------- ----------

Reviewing Your Words

1. A word that is opposite in meaning to another word is called an *antonym*. For example, **private** is the antonym of **public**. For each of these words find an antonym among your Review Words: **stingy, grief, foolish, wealth.** Write the Review Words.

---------- ----------

---------- ----------

2. Review these rules for adding the suffix **ly**: (1) Words ending in a consonant and **y** change the **y** to **i** before adding **ly**. (2) Words ending in **le** usually drop the **le** and add **ly**. (3) Most other words add the **ly** without making any change. Among your Review Words find six that added **ly** without any change, one that changed **y** to **i** before adding **ly**, and one that changed **le** to **ly**. Write the words and number each one according to the rule which it follows.

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---------- ----------

---------- ----------

---------- ----------

3. List these words: **delightful, sensible, personal, humble, sincere, profitable.** Make new words by adding **ly** to each word. Write the new words opposite your Review Words.

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---------- ----------

---------- ----------

---------- ----------

---------- ----------

4. Make new words by adding **ment** to **accomplish** and **arrange**. Write the new words. Say them.

---------- ----------

5. A syllable placed before a word to change its meaning is called a *prefix*. The prefix **im** means "not." Write **impatient.** What does the word mean? The prefix **un** also means "not." Read these Review Words: **skilled, popular, attractive.** Make new words by placing **un** before these words.

---

6. Review this spelling rule: Put **i** before **e** except **after c** or when sounded like **a**, as in **neighbour** and **weigh**. Write two Review Words that follow the rule. Write one Review Word that is an exception to the rule. Put a check after the word that is the exception.

---

7. The words **opera** and **operated** both come from a Latin word meaning "work." Write these words and underline the part of each one that is the same. Write another word you know that contains the same part.

---

8. Read these words: **author, professor, immigrant, musician.** What is the possessive form of each one? Use each possessive form in a sentence.

---

9. Write the words **limited** and **admitted.** Write the root word from which each was formed. Then review the rules on page 5 and explain why **limited** has one **t**, while **admitted** has two **t**'s.

---

10. Write the plural form of **choir, trolley, feature, courtesy, faculty, activity.** Review the rules on page 1.

---

11. Is your writing always neat and easy to read? Choose any six Review Words containing **a**'s and six others containing **o**'s. Write them in two lists. Then check the **a**'s and **o**'s. Are they well written? Practise these letters and other words containing them.

Wednesday Test

Turn to page 84 and write the first half of your Review Words.

Thursday Test

Turn to page 84 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.

---

13. Our Food Problem

Canadians annually waste great quantities of food. Can we approve or justify this when there is a shortage of food among many people? With our rich soil and favourable climate we produce ample supplies of most foodstuffs. Every province and territory yields something. Each year we export both grain and meat and import such things as sugar and coffee.

Our goal should be a variety and sufficient quantity of proper food of good quality for every man, woman, and child. The chief problem is to get a satisfactory distribution of foods throughout the population. Every liberal thinker believes that there should be an immediate attempt to adjust wages and prices so that no one will be hungry in the midst of plenty.

New Words

annually	favourable*	justify	ample
quantity	throughout	liberal	export
quantities	immediate	import	adjust
supplies	approve	variety	wages
territory	shortage	quality	midst

*Also spelled **favorable.**

Follow the directions for Monday on page 1. Copy your New Words below and in the next column.

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---------- ----------

---------- ----------

---------- ----------

---------- ----------

---------- ----------

Working with Words

1. List the New Words having three syllables each. Then list those that have four syllables.

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---------- ----------

---------- ----------

---------- ----------

---------- ----------

2. Find the meanings of **import** and **export.** Use each word in a sentence.

---

3. Write in alphabetical order the New Words that you did not write in exercises 1 and 2.

(1)---------- (5)----------

(2)---------- (6)----------

(3)---------- (7)----------

(4)---------- (8)----------

Copy the rest of the New Words here.

---------- ----------

---------- ----------

---------- ----------

---------- ----------

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

consumer hoard famine biscuit

Review Words

excellent employee physical brilliant
coarse extremely professor fortunate

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Use **coarse** and **course** correctly in these sentences:

(1) Bill is a caddy at the golf _____.

(2) The yarn is too _____ for stockings.

(3) Sand is not so _____ as gravel.

(4) Jane took the first-aid _____.

My Friday Test

Turn to page 76 for your Friday test.

14. Cereals and Grains

The most important industry of the Prairie Provinces is agriculture. On practically every part of the vast farmlands in the south of the provinces wheat is grown. Other cereals are grown farther north.

It is customary for western farmers to spend a great amount of time in the preparation of the land for sowing. Farm machines, including the combine, a combination reaper and thresher, help to solve some of the farmer's problems.

Though the farmers want to sell all their grain, occasionally they cannot dispose entirely of their crop. It is customary then to solve this difficulty by entering into an agreement with the men who operate the grain pool to hold their excess grain in elevators until it can be sold.

One may assume that a great portion of the grain grown in Canada is used to fill the stomachs of Europeans. Do you think we should urge our farmers to grow more cereals to feed these hungry people?

New Words

vast	**operate**	**elevator**	**customary**
cereal	**dispose**	**entirely**	**practically**
urge	**assume**	**difficulty**	**preparation**
excess	**stomach**	**including**	**combination**
solve	**portion**	**agreement**	**agriculture**

Follow the directions for Monday on page 1.

Working with Words

1. Write the New Words that mean (1) very large or great and (2) a share or a part.

---

2. Find the meanings of **elevator** and of **excess**. Write sentences illustrating two meanings of **elevator** and one meaning of **excess**.

---

3. Find these words in the dictionary and say them softly by syllables: **agriculture**, **difficulty**, **preparation**, **combination**, **practically**, **customary**. Write the words. Underline each syllable and put in the accent marks.

---

4. Write the New Words containing the little words **entire** and **agree**.

---

5. Write **stomach**. Write the name of the sound of **ch**. Write the New Word beginning with a **c** that is sounded like **s**.

---

6. Make new words by adding the suffix **ing** to **assume**, **urge**, **dispose**, **solve**, and **operate**. What letter must you drop from the root word before adding this suffix? Write the root word from which **including** is formed.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

barley calorie temperate plentiful

Review Words

boundary	quantities	variety	territory
encourage	annually	immediate	approve

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the plural form of **boundary** and **territory.**

_____ _____

3. Make a new word by adding **ment** to **encourage.**

_____

My Friday Test

Turn to page 75 for your Friday test.

15. Meat and Dairy Products

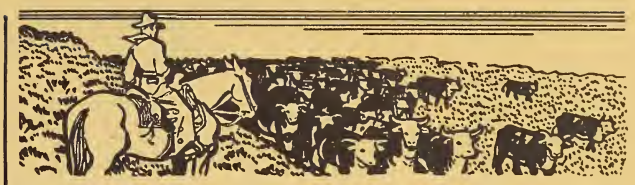
Meat is an important item in our food supply. It is probable that the roast beef which you ate at the luncheon in the school cafeteria or at the Scout banquet at the church came from cattle raised on the prairies. Some cattle-buyer bought the steers and shipped them to a convenient market where he sold them to a prosperous farmer who, in turn, fattened them on pasture or fed them in the stable. When he had them properly prepared for shipment, he sent them to a meat-packing plant. Here they were butchered and the meat was given careful inspection before being delivered to your retail dealer.

Dairy products and poultry are other sources of good food. If you wish to gain an impression of their importance, listen when radio announcers quote daily wholesale prices, or make a tour of the commission houses in some large city where these products are regularly transferred to all parts of the country.

New Words

item	probable	prepared	prosperous
retail	luncheon	shipment	convenient
dealer	cafeteria	regularly	impression
poultry	banquet	wholesale	commission
quote	properly	inspection	transferred

Follow the directions for Monday on page **1.**



Working with Words

1. The word **banquet** is a French word. Find its pronunciation in the dictionary. Write **banquet.** Now write the New Word in which the consonant is doubled before adding **ed.** Underline the root word.

---

2. Write the New Words containing these words: **deal, ship, inspect, regular.**

---

3. The words **wholesale** and **retail** are opposite in meaning. Write a sentence using each word.

---

4. Write one New Word beginning with **pre** and three New Words beginning with **pro.**

---

5. Write **luncheon.** Underline **eo.** Notice that the letters **eo** sound like short **u.** Now write the New Word that begins with **qu.**

---

6. Find the meanings of these words: **poultry, item, impression, commission.** Write each word.

---

7. Find **cafeteria** and **convenient** in the dictionary. Say the words softly by syllables. Write the words.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____ **Is every word right?** _____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

buyer tour mutton auction

Review Words

generally practically customary assume
route preparation elevator stomach

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Drop **ly** from two Review Words and write the root words.

_____ _____

3. Write the plural form of **stomach** and **elevator.** Although **stomach** ends in **ch,** add only an **s.**

_____ _____

My Friday Test

Turn to page 77 for your Friday test.

16. Fruits and Vegetables

The colourful advertisements in popular magazines as well as the radio announcements are constant reminders of the relationship between health and good food. Canadians now expect the frequent delivery of fresh fruits and vegetables. Mellow apples, delicious grapefruit, celery, tomatoes, and various inexpensive vegetables guarantee for us a wholesome diet. In winter, as well as in summer, fresh foods of many kinds are available.

There are many publications which tell us how to preserve fruits and vegetables and which instruct us in other ways of protecting them against loss from decay. A comparison of the diet of our people with that of the people of other countries shows that we are fortunate indeed. Yet we cannot conceal the fact that many suitable protective foods, which supply necessary vitamins, are not wisely used. We must continue to work toward making Canadians a healthier people.

New Words

celery	conceal	constant	advertisement
diet	suitable	frequent	announcement
loss	vitamin	delivery	wholesome
decay	instruct	delicious	publication
various	preserve	guarantee	comparison

Follow the directions for Monday on page 1.

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Working with Words

1. Your list of New Words contains eight two-syllable words. Find them and write them.

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2. Two New Words were formed by adding **ment** to other words. Write the New Words and underline the root words. Notice that the final **e** is usually not dropped before adding **ment**.

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3. Write the New Words containing the little words **suit** and **deliver**.

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4. Write two New Words that end in **ious**.

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5. Find **publication**, **comparison**, **guarantee**, and **vitamin** in your dictionary. Say the words softly by syllables. Write the words.

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6. Write the New Word that names a vegetable. Then write the New Word that rhymes with **boss**.

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7. The words **loss** and **delivery** form their plurals according to two different rules. What are the rules? Write the two plural forms.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

apricot fragrant cucumber frigid

Review Words

altogether transferred convenient luncheon
satisfied commission cafeteria prosperous

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Make two new words by placing the prefix **dis** before **satisfied** and the prefix **in** before **convenient.** Write the new words. What does each mean?

_____ _____

3. In exercise 1 put checks after the words in which **eo** and **ou** have the same sound.

My Friday Test

Turn to page 78 for your Friday test.

17. Sea Food

You may recall that sea foods are valuable for their iodine. Moreover, many people like to vary their diets with salt-water fish. Recently methods of refrigeration and shipping have been highly improved, and it is much easier to distribute sea foods now than it was formerly. At certain times of the year fish markets in almost any location offer oysters, salmon, halibut, and shrimp.

Fishing is an important occupation. In order that we may enjoy the wide selection of sea foods which the ocean affords, fishermen oppose the elements and endure disagreeable weather. Even now a cod fisherman may be seeking to tempt a codfish from its retreat at a depth of a hundred feet or more.

Sea foods are proving a great attraction to many Canadians, and it is likely that the market for them will continue to expand. With a few exceptions, they are not so costly as meat. Nevertheless, they are often preferred to more expensive foods.

New Words

recall	highly	location	distribute
vary	salmon	selection	occupation
tempt	oppose	attraction	disagreeable
depth	retreat	exception	nevertheless
oyster	expand	preferred	expensive

Follow the directions for Monday on page 1.

Working with Words

1. Write the New Word in which the final consonant was doubled before adding **ed**. Write the root word.

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2. Find the meanings of the word **retreat**. Write sentences illustrating two meanings.

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3. Write the New Words containing double consonants.

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4. Write the New Words that mean (1) costly; (2) the place where something is; (3) to grow larger; and (4) not agreeable.

(1)---------- (3)----------

(2)---------- (4)----------

5. Write the plural forms of **oyster**, **salmon**, **selection**, and **exception**. Put a X beside the word which is the same in the singular and the plural form.

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6. Write the New Words having only one syllable.

---

7. Find **highly** and **distribute** in the dictionary. Say each word by syllables. Write the words.

---

8. Write **vary**. What does it mean? Write one other word formed from **vary** that you have learned this year.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

iodine herring mackerel sardine

Review Words

advertisement guarantee delicious vitamin
announcement comparison various conceal

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the plural form of **advertisement** and **announcement.**

_____ _____

3. Add **ed** and **ing** to **conceal** to make new words.

_____ _____

My Friday Test

Turn to page 77 for your Friday test.

18. Let's Make Sure

Review Words

Read again the directions on page 11 for work during Review Week.

oppose	elevator	convenient	agreement
highly	conceal	preferred	dealer
ample	salmon	wholesome	inspection
midst	instruct	customary	shortage
decay	operate	occupation	annually
recall	export	nevertheless	suitable
quote	celery	including	prepared
loss	cereal	regularly	cafeteria
diet	excess	attraction	expensive
vast	retail	commission	location
solve	assume	throughout	entirely
item	oyster	transferred	quantity
depth	adjust	practically	favourable
vary	retreat	publication	preserve
urge	vitamin	announcement	stomach
wages	justify	disagreeable	wholesale
expand	supplies	agriculture	frequent
quality	constant	preparation	delicious
portion	delivery	advertisement	shipment
tempt	various	combination	properly
dispose	selection	quantities	luncheon
poultry	variety	comparison	difficulty
liberal	probable	distribute	territory
banquet	approve	impression	immediate
import	guarantee	prosperous	exception

Words I Misspelled on My Friday Tests

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Reviewing Your Words

1. List these words: **expensive, convenient, favourable, suitable, probable, properly.** Make new words by placing **in** before the first two words, **un** before the next two, and **im** before the last two. Write the new words opposite the Review Words. How does each prefix change the meaning of the word?

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2. Words that come from other words are called *derived words.* For example, **disagreeable** is derived from **disagree** and **advertisement** is derived from **advertise.** Find and write the Review Words that are derived from these words: **agree, deal, inspect, short, annual, suit.** Underline the suffix in each derived word.

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3. Often the spelling of a root word is slightly changed in the derived word. However, if you are able to recognize the root word, you may be able to unlock the meaning of the derived word. Often you may be helped with the spelling also. Write **publication, occupation, various, comparison.** Then think of the root word from which each of the Review Words was derived. Write the root words.

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4. The vowels **ou** have several different sounds. Four of these sounds are illustrated in the words **prosperous, poultry, announcement, throughout.** Use the diacritical marks shown in your dictionary to help you recognize each **ou** sound. Say the words. Write them.

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5. The two words at the top of each dictionary page are called *guide words.* The guide words are the first and the last words defined on the page. They help you to locate the words on that particular page. For example, the guide words **canary—cannibal** tell you that you will find **candle** on that dictionary page. Suppose you found dictionary pages with the guide words given below. Choose the one of the following Review Words which you would find on each page: **suitable, delivery, shipment, diet.** Write the correct Review Word after each pair of guide words.

decay—depth ---

did—dine ---

shine—shop ---

such—sum ---

6. The word **attraction** is derived from a Latin word meaning "to draw." Use the word **draw** in defining **attraction.** Write **attract, attraction,** and **attractive.** Use each word orally in a sentence.

---

7. Write the word **conceal.** Notice that **c** has two different sounds. Find and write three Review Words containing a **c** pronounced like **k.** Write three Review Words containing a **c** pronounced like **s.**

---

8. Write **disagreeable.** Underline the suffix **able** and the prefix **dis.** One of the meanings of **dis** is "not." Make new words by placing **dis** before **approve** and **agreement.** Write the new words. What does each mean?

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9. These Review Words may be used to describe something: **frequent, vast, constant, delicious, wholesome, liberal.** Write a sentence using each word. If you need help with the meanings, refer to your dictionary.

Wednesday Test

Turn to page 85 and write the first half of your Review Words.

Thursday Test

Turn to page 85 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.

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19. Our Vanishing Wild Life

A mere century ago wild life was abundant throughout our country. On the Western plains buffalo appeared on every horizon. Then millions of these animals were killed and their hides sold to eager customers. There was a steady decline in their numbers, until the supply was almost exhausted.

As game of every kind became scarce, our leaders saw that they must help it to endure. Genuine sympathy for the fate of wild life helped to arouse interest. Clubs and societies were organized to discuss ways of overcoming the threat to the birds and animals and to appeal to the public. There were debates with those who refused to accept any plan for control. In the meantime considerable progress was made in winning official support from the government.

New Words

century	mere	arouse	exhausted
horizon	debate	refused	organized
customer	scarce	discuss	meantime
decline	endure	threat	considerable
official	fate	appeal	sympathy

Follow the directions for Monday on page 1. Copy your New Words below and in the next column.

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Working with Words

1. Write the plural form of **customer**, **official**, **debate**, **century**, **sympathy**, **threat**, **appeal**, and **horizon**. Review the rules on page 1.

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2. Add **ing** to **discuss**, **decline**, **endure**, and **arouse**. Write the new words. Review the rules on page 3.

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3. Write the rest of your New Words. After each one write the number that tells how many syllables the word contains.

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Copy the rest of the New Words here.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____ Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

buffalo slaughter mourn graze

Review Words

creature preferred exception expensive
league distribute occupation retreat

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Add **ed** and **ing** correctly to **distribute** to make new words. Write the words.

_____ _____

3. Write the plural form of **creature** and **league**.

_____ _____

My Friday Test

Turn to page 78 for your Friday test.

20. The Movement for Conservation

The importance of the movement for the conservation of wild life is difficult to estimate. In order to protect the wild creatures, the various provinces have been obliged to pass laws to regulate hunting and fishing. These laws require hunters and fishermen to register and to obtain a licence. They set a moderate limit upon the number of certain kinds of animals and birds that may be killed. The majority of citizens consent without protest to such reasonable laws because they appreciate the need of trying to restore the normal supply of animal life.

In addition, the federal and some provincial governments have established game preserves. Within these "peaceful kingdoms" the forests and streams are occupied by many kinds of wild life. Nature lovers are cordially invited, but quick punishment faces any stupid or thoughtless persons who would cripple or destroy the wild creatures living there.

New Words

limit	obliged	estimate	conservation
normal	consent	majority	appreciate
stupid	kingdom	regulate	punishment
cripple	register	occupied	reasonable
protest	licence*	cordially	moderate

*Also spelled **license.**

Follow the directions for Monday on page 1.

Working with Words

1. The word **protest** is pronounced **pro test'** or **pro'test.** In your dictionary find the meaning of each form of the word. Write a sentence illustrating each meaning.

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2. Four New Words end with **ate.** Write the words. Then find each one in the dictionary. How is the syllable **ate** pronounced in each word?

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3. Write the New Words ending with the suffixes **ment** and **able.** Now write the New Words which added **ed** by changing **y** to **i** and by dropping final **e.**

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4. Find **stupid** and **normal** in your dictionary. Write the words. Mark the vowel sounds.

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5. Say **conservation, cordially, kingdom, licence, majority,** and **register** softly by syllables. Write the words.

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6. Add **ed** to **regulate, consent, cripple,** and **limit.** Put a check after the words which dropped final **e.**

My First Test

Write each New Word below:

1. ---------- 11. ----------
2. ---------- 12. ----------
3. ---------- 13. ----------
4. ---------- 14. ----------
5. ---------- 15. ----------
6. ---------- 16. ----------
7. ---------- 17. ----------
8. ---------- 18. ----------
9. ---------- 19. ----------
10. ---------- 20. ----------

Write your Hard Words:

1. ----------
2. ----------
3. ----------
4. ----------
5. ----------
6. ----------
7. ----------
8. ----------
9. ----------
10. ----------

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

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Words I Misspelled on Last Friday's Test

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---------- ----------
---------- ----------

Other Words to Spell

migration peaceful quail restore

Review Words

universe exhausted appeal organized
disappeared sympathy official horizon

1. Write your Review Words here.

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---------- ----------
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2. Add **ed** and **ing** to **appeal**. Write the new words.

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3. Drop the prefix and the suffix from **disappeared**. Write the root word. Add **ing** to the root word. Write the new word.

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My Friday Test

Turn to page 77 for your Friday test.

21. Conservation of Forests

Canadians formerly believed that our forests would last forever. Early in our history, private lumber companies purchased enormous tracts of timber and removed millions of trees. This wasteful practice continued without objection from our people until an alarming situation had developed. When at last we became aware that our forests had been seriously damaged, our government began to make effective laws to protect them.

We are justified in conserving our forests and propose to maintain them. In order to make our future supply of timber secure, there should be a sharp reduction in the cutting of timber, and we should replace the trees that are cut. Steel and cement relieve somewhat the demands for wood, but it is a good investment for us to preserve the forests for fuel, building, paper-making, and recreation. There can be little criticism of those who pursue a wise policy of forest conservation.

New Words

pursue	formerly	effective	purchased
fuel	propose	maintain	enormous
policy	replace	reduction	objection
secure	relieve	criticism	seriously
aware	situation	justified	investment

Follow the directions for Monday on page 1.

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Working with Words

1. Among your New Words find those that mean (1) very large; (2) bought; (3) able to bring about results; and (4) to be awake to a fact. Write the words.

(1)---------- (3)----------

(2)---------- (4)----------

2. Write the New Words ending in these suffixes: **ment** and **ly**. Then write three New Words ending in **tion**.

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3. Write **pursue, purchased, secure,** and **fuel**. In your dictionary find the sound of each letter **u**. Copy the letter and the mark that shows how each **u** is sounded.

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4. Write **maintain**. Find its meaning and pronunciation. What sound has **ai** in each syllable?

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5. How many syllables has **policy**? **criticism**? Write each word, noticing carefully each part.

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6. Write the New Word which changed **y** to **i** before adding **ed**. Write the root word too.

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7. Add **ing** correctly to **propose, replace,** and **relieve**. Write the words.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

conserve enjoyment fiery dense

Review Words

precious	estimate	cordially	occupied
calendar	licence	majority	conservation

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Write a sentence using **majority**.

_____

3. Write the root word from which **occupied** is derived. Add **ing** to the root word.

_____ _____

My Friday Test

Turn to page 78 for your Friday test.

22. Conservation of Water

The provision for a satisfactory water supply requires careful planning. Pure water is a basic requirement for good health. Large quantities of water are needed for industry, and sufficient moisture is essential to agriculture. Farmers cultivate the soil so that it will hold as much water as possible. In some provinces it is necessary to irrigate the fertile soil in order to raise good crops.

Our federal and provincial governments have given special consideration to the numerous problems of water conservation. Immense dams and reservoirs have been built for the storage of water. Government bulletins advise us to keep a cushion of vegetation on the hills in order to prevent rains from running off too rapidly and causing floods. For our convenience the governments also issue pamphlets on such subjects as irrigation and a sanitary water supply. Gradually the public is becoming aware that we must employ strict measures to conserve our water.

New Words

employ	bulletin	moisture	satisfactory
fertile	cushion	cultivate	requirement
federal	irrigate	numerous	consideration
issue	sanitary	provision	convenience
storage	immense	pamphlet	irrigation

Follow the directions for Monday on page 1.

Working with Words

1. Write the New Words containing **ss**, **mm**, **ll**, and **rr**.

2. Write the New Words in which (1) the second syllable begins with **ph**; and (2) the final **e** is dropped from the root word before adding **age**.

3. Write the New Words in which you see the little words **moist** and **require**.

4. Find these words in your dictionary and say them softly by syllables: **convenience, consideration, fertile, provision**. Write the words.

5. Find **cultivate** and **federal** in the dictionary. Write the words and mark each vowel.

6. Write the words **satisfactory** and **sanitary**. Make new words by placing the prefix **un** before them.

7. Write the New Words which mean (1) many; and (2) a soft pillow or pad.

8. Add the suffixes **ed** and **ing** to **employ**. Review Rule 4 on page 3.

9. Write the plural form of **cushion** and **bulletin**.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

drought evaporate rear dissolve

Review Words

safely	enormous	situation	maintain
decision	criticism	relieve	pursue

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the rule that explains the spelling **ie** in **relieve**.

_____
_____
_____

My Friday Test

Turn to page 80 for your Friday test.

23. Soil Conservation

The problem of soil conservation is one of grave national concern. In many sections of our country the rich deposit of topsoil may be lost by erosion unless prompt and positive measures are taken. Since farming is the natural foundation of our nation's wealth, no one can argue against the necessity of saving the land.

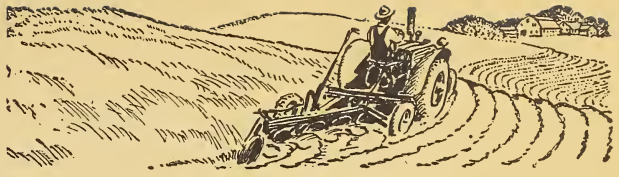
Joint action of the farmer and the Department of Agriculture is required. Experimental farms are established for testing the advantages of new methods. Later farmers are urged to institute those methods which will successfully retain the fertile soil. The increasing practice of strip farming on a large scale is evidence of the acceptance of one scheme for soil control.

In years to come a grateful people in urban and in rural areas alike will approve the action of the government in helping to decrease the loss of our fertile soil.

New Words

urban	concern	positive	foundation
rural	deposit	required	established
scale	prompt	erosion	institute
argue	wealth	grateful	increasing
retain	scheme	decrease	department

Follow the directions for Monday on page 1.



Working with Words

1. In the article in the opposite column the word **department** is capitalized. Why? Write two sentences, one in which **department** is correctly written with a small letter and one in which it is correctly written with a capital letter.

---

2. The words **rural** and **urban** are antonyms. What does each mean? Write the words in sentences.

---

3. Write the New Words that are the antonyms of **increase, negative, ungrateful,** and **poverty.**

---

4. Write the New Words that mean (1) needed; (2) to keep; (3) quick or on time; and (4) growing.

(1)---

(2)---

(3)---

(4)---

5. Find **foundation, established, institute,** and **erosion** in the dictionary. Say the words softly by syllables. Write them.

---

6. Add an **s** to **scheme** and **scale** and an **ed** to **deposit, concern,** and **argue.**

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

cultivation barren headquarters prosperity

Review Words

moisture bulletin requirement pamphlet
provision immense convenience irrigation

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Make a new word by placing the prefix **in** before **convenience**. Write the word. Say it.

_____

3. Write the plural form of **provision** and **pamphlet**.

_____ _____

My Friday Test

Turn to page 79 for your Friday test.

24. Let's Make Sure

Review Words

Read again the directions on page 11 for work during Review Week.

mere	formerly	official	increasing
normal	cripple	cultivate	reasonable
arouse	customer	regulate	meantime
employ	provision	occupied	decrease
policy	federal	pamphlet	established
urban	sanitary	seriously	appreciate
rural	prompt	justified	satisfactory
argue	decline	majority	investment
pursue	concern	moisture	punishment
limit	deposit	objection	foundation
scale	horizon	required	consideration
stupid	storage	moderate	considerable
secure	cushion	numerous	criticism
fuel	register	immense	department
debate	protest	grateful	enormous
retain	century	institute	irrigation
aware	licence	bulletin	requirement
scarce	consent	situation	convenience
fertile	relieve	irrigate	conservation
endure	erosion	positive	purchased
fate	obliged	refused	sympathy
issue	discuss	cordially	exhausted
appeal	propose	effective	organized
threat	scheme	kingdom	reduction
wealth	replace	estimate	maintain

Words I Misspelled on My Friday Tests

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Reviewing Your Words

1. Find these words in your dictionary: **immense, decline, effective, protest, irrigate, deposit.** Write each word and copy the diacritical mark for each vowel. Cross out any final silent **e**'s.

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2. In many words two vowels written together have only one sound. For example, **io** in the suffixes **ion, tion, sion,** and **ation** is usually pronounced like short **u.** Among your Review Words find at least six words ending in one of the suffixes given above. Pronounce them carefully as you write them.

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3. Find four Review Words in which the vowels **ea** are pronounced like ē and two in which these vowels are pronounced like ĕ. Write the words. Put a X after those in which **ea** is pronounced ē.

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4. Write these words in a list: **mere, scarce, grateful, moderate, stupid, positive.** Add **ly** to each word and write the new words opposite the Review Words.

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5. Each of these words has more than one meaning: **decline, scale, limit, register**. Find the meanings of each one. Write sentences illustrating two meanings of each word.

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6. Notice the difference in the spelling and the meaning of **criticize** and **criticism**. Use each word in a sentence.

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7. The letters **m** and **n** should be carefully made or they may cause confusion. Choose any five Review Words containing **m** and five containing **n**. Write them on your paper. Then check the writing quality of the **m**'s and **n**'s. On a separate piece of paper practise these letters until you form them well.

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8. Write the plural form of **century, policy, sympathy**, and **majority**.

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9. Write **irrigate** and **irrigation**. Underline the letters in each that are the same. Write new words by adding **ed** and **ing** correctly to **irrigate**.

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10. Add **ed** and **ing** to **consent, discuss, register**, and **retain**.

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11. Add **ed** and **ing** to **pursue, argue, cultivate**, and **secure**. Be sure to drop the final **e**.

Wednesday Test

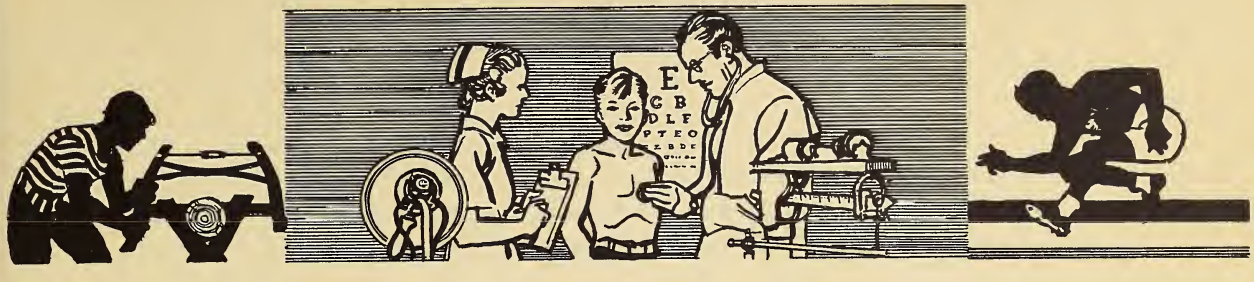
Turn to page 86 and write the first half of your Review Words.

Thursday Test

Turn to page 86 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.



25. Canadian Youth and Health

Today health is considered a real factor in promoting good conduct and an agreeable disposition. To be called healthy is a true compliment. Canadian boys and girls are given health instruction in school and urged to observe good habits. In the gymnasium and on the playground they develop their muscles and learn good posture. They visit the dentist regularly and learn to care for their teeth. They know that to the degree that they are obedient to health rules they will be well and strong.

The recent co-operation of school and health authorities has increased school attendance and reduced the amount of illness. Those familiar with the schools are seeking for greater attention to and appreciation of good health. Steady advancement is assured through further knowledge of health laws and a willing response to them.

New Words

factor	observe	agreeable	compliment
muscle	familiar	instruction	gymnasium
dentist	assured	attendance	co-operation
degree	further	obedient	appreciation
recent	response	attention	advancement

Follow the directions for Monday on page 1. Copy your New Words below and in the next column.

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Working with Words

1. Write the plural form of **dentist, muscle, compliment, gymnasium, response,** and **degree.**

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2. Write the New Words which added **ment, able, ance,** and **ion** without changing the root words.

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3. Write in alphabetical order the New Words that you did not write in exercises 1 and 2.

(1)---------- (6)----------

(2)---------- (7)----------

(3)---------- (8)----------

(4)---------- (9)----------

(5)---------- (10)----------

Copy the rest of the New Words here.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

posture clinic gland tonsils

Review Words

neighbourhood	grateful	scheme	decrease
tournament	institute	argue	deposit

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Drop the final **e** from **decrease** and add **ed** and **ing**.

_____ _____

3. Add **ly** to **grateful** to make a new word. Write the word.

_____

My Friday Test

Turn to page 80 for your Friday test.

26. Invisible Enemies

Some microbes are our enemies. These germs, also known as bacteria, are not visible to the naked eye. Yet according to scientists they are directly responsible for many diseases. Scientists are constantly seeking the best weapon to use against these invisible enemies, and are improving their methods of attack against them. They are striving also to discover and learn about the microbe that causes each serious illness.

Hence the struggle against the severe discomfort and grief caused by disease goes on. The scientists are clever and expert, and you yourself can help a good deal. Your best defence is caution. You should learn to recognize the presence of danger and to avoid contact with sick people. Never hesitate to consult a doctor if you suspect that you have a contagious, or "catching," disease. Remember the quotation "A stitch in time saves nine," and never postpone securing a doctor's advice when it is needed.

New Words

hence	contact	hesitate	according
grief	suspect	presence	responsible
clever	consult	defence	recognize
expert	weapon	caution	quotation
severe	visible	directly	postpone

Follow the directions for Monday on page 1.

Working with Words

1. Write the two New Words that end in **ible.** What does each one mean? Use each word orally in a sentence.

2. Write **presence** and **presents.** Say each word. What does each mean? Use **presence** in a sentence.

3. Read these verbs: **consult, suspect, recognize, hesitate, postpone.** Add **ed** correctly to each one.

4. Write **grief.** Underline the **ie.** Change the **f** to **ve** to make a new word. Pronounce **grief** and **grieve** and use each orally in a sentence.

5. Drop the **ly** from **directly** and write the root word. Now add **ly** to **severe, clever,** and **expert.**

6. Find the meanings of **hence** and **contact** in your dictionary. Write each word.

7. Write the New Word in which you see the little word **fence.** Look up its meaning in your dictionary. Now add **less** to form a new word. Write the new word and use it orally in a sentence.

8. Find **caution, weapon, according,** and **quotation** in your dictionary. Say the words softly to yourself by syllables. Write them.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

bacteria microbe germ tube

Review Words

advancement co-operation compliment familiar
gymnasium attendance appreciation response

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. In exercise 1 place a check after the word in which s has the z sound. Put a cross after the word in which s says its own name.

3. In exercise 1 underline each syllable in **familiar**, **appreciation**, and **co-operation** and put in the accent marks. Use the dictionary for help. Then say the words.

4. In exercise 1 mark the vowel sounds in **response** and **advancement**. Underline the silent vowels.

My Friday Test

Turn to page 79 for your Friday test.

27. Microbe-Hunters

Not so very long ago the causes of disease were still a mystery, and men had peculiar notions about them. Early medical men thought that evil spirits were responsible for sickness and suggested strange cures. Then the great scientist Louis Pasteur proved that certain diseases are caused by germs. At about the same time, Dr. Edward Jenner performed the first vaccination for smallpox and made the discovery that was to release humanity from its fear of that dreadful disease.

Formerly a large per cent of those who got yellow fever did not recover. Dr. Walter Reed, the army surgeon who decided to investigate its cause, found that the germ is carried by a mosquito and that the best remedy is hygiene and sanitation. After Reed's ideas were accepted, distinct progress was made in stamping out the evil disease. In behalf of those who are spared from this sickness, society is glad to honour Dr. Reed.

New Words

cure	mystery	mosquito	suggested
evil	medical	peculiar	investigate
notion	release	dreadful	performed
remedy	surgeon	per cent	discovery
behalf	hygiene	distinct	accepted

Follow the directions for Monday on page 1.

Working with Words

1. Write three New Words that added **ed** without any change in the root word.

---

2. Write the plural form of **mystery**, **discovery**, and **remedy**. Review the rule applying to such words on page 1. Now write the plural form of **notion**.

---

3. Write **mosquito**. Underline the **qui**. Now add **es** to form the plural. Write the new word.

---

4. What does **per cent** mean? Write **per cent**. Notice that it is written as two words. Then write the New Word containing the word **half**.

---

5. Find the New Words that rhyme with **sure** and **decrease**. Write the words.

---

6. Write **surgeon** and **hygiene**. Underline the **eo** in **surgeon** and the **ie** in **hygiene**.

---

7. Write the New Word that ends in **ful**. Then write the New Word meaning "harmful" or "wicked."

---

8. Find **investigate**, **medical**, **peculiar**, and **distinct** in your dictionary. Say each word by syllables. Write the words.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

pasteurize sanitation smallpox contagious

Review Words

medicine	visible	hesitate	responsible
disease	presence	postpone	recognize

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Make a new word by writing the prefix **in** before **visible.** What does the new word mean?

_____

3. In the words **postpone, hesitate, visible,** and **recognize** in exercise 1 mark the sound of each vowel. Cross out the silent vowels.

My Friday Test

Turn to page 80 for your Friday test.

28. The Control of Disease

One of the chief methods of controlling infectious disease is vaccination. The doctor has merely to pierce the skin of the patient, introduce vaccine into or beneath the skin, and sometimes adjust a small bandage. The treatment is not unpleasant. A mild and brief reaction may follow, but the patient soon recovers and is then protected against the disease.

Formerly smallpox was one of the most dreaded diseases. Today, because of vaccination, a serious case is almost unknown.

Vaccination is not the sole means by which disease is controlled. A health officer has legal authority to quarantine closely a person having a contagious disease. Anyone who has come in contact with the sick person and who may contract the disease may also be quarantined. Otherwise he too may spread the germs. Not a soul should offer an argument or complaint against these regulations. If health laws are strictly enforced, there should be no reason, hereafter, to fear a serious epidemic.

New Words

mild	pierce	otherwise	unpleasant
brief	bandage	introduce	treatment
legal	closely	complaint	authority
soul	strictly	epidemic	argument
sole	contract	hereafter	controlled

Follow the directions for Monday on page 1.

---

1. Write the two New Words that are compound words. What does each mean?

---

2. Write the pair of homonyms in the list of New Words. Use each one orally in a sentence.

---

3. Write the New Word that doubled the final consonant before adding **ed**. Write the root word too.

---

4. Write two New Words that end in **ment**. Put a X beside the one that drops the final e before adding **ment**. Then write two New Words that end in **ly**.

---

5. Find and write the New Words that mean (1) not pleasant; (2) moderate; (3) lawful; and (4) to make acquainted.

(1)---- (3)----

(2)---- (4)----

6. Write **brief** and **pierce**. Underline the **ie** in each word. Use each word orally in a sentence.

---

7. Write **bandage**. Then write the plural form.

---

8. In your dictionary find the meanings of **authority**, **complaint**, **contract**, and **epidemic**. Write each word.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

quarantine immune typhoid vaccination

Review Words

disappointed	investigate	hygiene	peculiar
probably	accepted	medical	mystery

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Change the **ed** in **disappointed** and **accepted** to **ing**. Write the new words.

_____ _____

3. Make new words by dropping the final **e** in **investigate** and adding **ed** and **ing**.

_____ _____

My Friday Test

Turn to page 79 for your Friday test.

29. Drugs and Narcotics

In your study of hygiene and elsewhere you have doubtless heard many discussions of the danger to health of using alcoholic drinks and tobacco. Doctors attach much importance to the facts you have learned and urge you to take advantage of them. As you know, leaders in athletics do not drink or smoke.

The evils of drugs are even greater and are somewhat less known. To acquire an appetite for drugs is generally to invite disaster. If anyone attempts to sell you a pill or a powder to make you "feel good," he means to harm you. The drug habit will make one nervous, affect the mind, interfere with growth, and lead to disgust with oneself. The extent of this habit is not generally appreciated, although the government has directed a campaign against it. It is best not to take any drug, even for a headache or hoarse cough, unless you inquire of your doctor and he indicates a need for it.

New Words

attach	elsewhere	disaster	importance
affect	doubtless	nervous	advantage
extent	discussion	disgust	appreciated
hoarse	interfere	indicate	somewhat
inquire	athletics	directed	appetite

Follow the directions for Monday on page 1.

Working with Words

1. Write the New Words containing **pp**.

---

2. The words **affect** and **effect** are often confused. How is each pronounced? What does each mean? Write **affect** and **effect** correctly in sentences.

---

3. Three New Words begin with **in**. One begins with **im**. Find and write all four words.

---

4. Write the New Words which rhyme with **coarse** and **content**.

---

5. Find and write the New Words in which you see the words **athletic** and **discuss**.

---

6. Write three New Words which are compound words.

---

7. Find the words **disgust**, **disaster**, **advantage**, **nervous**, and **directed** in your dictionary. Say each one by syllables. Write the words.

---

8. Write **attach**. Add the suffixes **es**, **ed**, and **ing** to **attach**. Write the three new words.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

refrain narcotic weakness cigarette

Review Words

especially	authority	strictly	unpleasant
patience	epidemic	pierce	argument

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Pronounce **patients** and **patience**. Write a sentence using each word.

_____
_____

3. Underline one prefix and two suffixes in the words that you wrote in exercise 1.

My Friday Test

Turn to page 81 for your Friday test.

30. Let's Make Sure

Review Words

Read again the directions on page 11 for work during Review Week.

brief	clever	postpone	responsible
sole	hygiene	presence	attendance
severe	closely	directly	somewhat
inquire	consult	authority	discovery
recent	response	hereafter	unpleasant
pierce	bandage	attention	investigate
hoarse	appetite	dreadful	advancement
cure	medical	interfere	agreeable
affect	hesitate	introduce	discussion
notion	nervous	elsewhere	importance
legal	disgust	disaster	argument
hence	contract	obedient	advantage
attach	per cent	distinct	compliment
visible	caution	indicate	co-operation
behalf	strictly	treatment	gymnasium
factor	surgeon	recognize	quotation
muscle	mystery	athletics	doubtless
extent	release	observe	appreciation
degree	peculiar	according	complaint
soul	contact	mosquito	otherwise
remedy	weapon	familiar	performed
mild	dentist	directed	suggested
grief	suspect	accepted	appreciated
evil	further	assured	controlled
expert	defence	epidemic	instruction

Words I Misspelled on My Friday Tests

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Reviewing Your Words

1. Write the Review Word **observe**. Several familiar words end in the syllable **serve**. Think of at least three others having this ending and write them.

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2. Among your Review Words find synonyms for these words and phrases: **short, only, stern, to ask.** Write the Review Words.

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3. Find the antonyms of these words among your Review Words: **harsh, blunderer, joy, good.** Write the Review Words.

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4. Write these words in a list: **controlled, familiar, agreeable, obedient, visible, directly, distinct.** Make new words by placing the prefix **un** before the first two words, **dis** before the next two, and **in** before the last three. Write the new words opposite the Review Words. What does each new word mean?

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5. Write **interfere** and **introduce**. Pay special attention to the second syllable of each word.

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6. Write **co-operation**. Notice the hyphen in this word. **Co-operation** may also be written **coöperation** or **cooperation**, but the first spelling is preferred. The prefix **co** in **co-operation** means "with." Explain the meaning of **co** and **operate**; of **co** and **operation**.

---

7. Learn to pronounce these words distinctly and correctly: **suggested, appreciation, recognize, strictly, hesitate, athletics**. Notice each syllable and give it its proper sound. Use each word correctly in a sentence. Write each word.

---

8. Write **treatment** and **advancement**. Notice that these words add **ment** without changing the root word. Now write **argument**. Notice that the **e** is dropped from **argue** before adding **ment**. Most words, except those ending in a consonant and **y**, add **ment** without a change. Two important exceptions are **argument** and **judgment**.

---

9. Find and write (1) two Review Words which added **ed** without changing the root word; (2) two Review Words which dropped final **e** and added **ed**; (3) one Review Word which doubled the final consonant before adding **ed**.

---

10. Review the rule on page 24 for spelling words with **ei** and **ie**. Write four Review Words containing **ie**. Which part of the rule do they follow?

---

11. Do you always dot your **i**'s and cross your **t**'s? Write ten Review Words containing **i**'s and **t**'s. Be sure to write these letters correctly.

---

12. The loop letters **e** and **l** should always be well made. Write ten Review Words containing these letters. Practise good writing.

Wednesday Test

Turn to page 87 and write the first half of your Review Words.

Thursday Test

Turn to page 87 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.

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31. Machines and Progress

The development of new machines during the past century has advanced steadily. At first the acceptance of machines was slow, and there was furious opposition to them from skilled hand labourers who feared that their work might be taken from them. Now we know that machines have increased the annual volume of goods produced, decreased hours of labour, and provided men with additional time in which to engage in recreation and amusement.

Machinery is equally beneficial in our homes. Numerous household conveniences reduce domestic drudgery in kitchen and laundry. They assure ideal working conditions and help to make Canadian women happy and contented. Canadians believe that machines have been a great benefit and are confident that even greater progress is possible.

New Words

furious	development	additional	volume
annual	acceptance	household	equally
engage	opposition	domestic	reduce
assure	amusement	confident	laundry
ideal	machinery	provided	benefit

Follow the directions for Monday on page 1. Copy your New Words below and in the next column.

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Working with Words

1. Add **ly** to **annual, furious, ideal,** and **confident.**

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2. Write the words having four syllables each.

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3. Add **ed** to **benefit, reduce, engage,** and **assure.**

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4. Write in alphabetical order the New Words you did not write in exercises 1 to 3.

(1)---------- (5)----------

(2)---------- (6)----------

(3)---------- (7)----------

(4)---------- (8)----------

Copy the rest of the New Words here.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

recreation contented install propel

Review Words

exhibit	athletics	appreciated	attach
division	appetite	interfere	affect

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the plural form of **exhibit** and **division.**

_____ _____

3. Drop the final **e** in **interfere** and add **ed** and **ing.** Write the new words.

_____ _____

My Friday Test

Turn to page 82 for your Friday test.

32. James Watt and the Steam Engine

Even as a small boy James Watt had a thorough, capable mind and was naturally delighted with any unusual problem. You may have heard how he tried to harness the energy escaping from his mother's teakettle in the form of steam. Although no one has succeeded in proving this story, it is true that James was an industrious youth and an original thinker.

In 1757 Watt received an appointment as instrument-maker at the University of Glasgow. One day a crude engine was delivered to him for repair. Since there was urgent demand for a better machine, Watt set to work to examine the arrangement and operation of its parts. Finally he came to the definite conclusion that steam could push a piston both upward and downward. This step was a big advance, and Watt had the satisfaction of being the inventor of the first really successful steam engine.

New Words

youth	capable	thorough	appointment
urgent	unusual	succeeded	arrangement
energy	original	naturally	satisfaction
advance	examine	delivered	industrious
definite	inventor	operation	conclusion

Follow the directions for Monday on page 1.

Working with Words

1. Write one New Word of one syllable and three New Words of two syllables.

---

2. Write these words: **succeeded, naturally, appointment, arrangement, inventor, delivered.** Say them. Underline the suffix in each one.

---

3. Find and write three New Words ending in **ion.** Then write the New Word beginning with the prefix **un.**

---

4. Find these words in the dictionary and say them by syllables: **capable, original, definite, industrious, examine, energy.** Write the words.

---

5. Write sentences using the possessive form of **youth** and **inventor.**

---

6. Write the New Words containing double letters.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

label mineral cable pause

Review Words

opposition	annual	additional	equally
development	benefit	acceptance	confident

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Find the Review Words which contain the suffixes **al, ment, ly,** and **ance.** Write the root words.

_____ _____
_____ _____

3. Mark the vowel sounds in **annual, benefit,** and **confident** in exercise 1.

My Friday Test

Turn to page 81 for your Friday test.

33. Bell and the Telephone

Alexander Graham Bell was among the first to experiment with sending the spoken word over a wire and was the first to succeed. He knew that sound waves striking the delicate eardrum could send impulses through the bones of the ear to the brain. Bell believed that in a similar way the vibrations of the human voice could be carried to a distant human ear if only the proper connection could be devised.

Bell and his assistant, Thomas Watson, were earnest workers. When, in 1876, Watson heard Bell's voice coming over a wire, it seemed like magic, and the men were wild with excitement. That same year Bell received his first patent. What a thrill it was to realize that his ambition was achieved! The laughing comments of doubting persons only made Bell renew his efforts to perfect the instrument.

Today millions of people communicate by telephone. In addition to its use for private communication, the telephone has become a commercial necessity.

New Words

magic	delicate	connection	experiment
renew	earnest	assistant	communicate
spoken	patent	ambition	communication
similar	realize	commercial	excitement
human	comment	necessity	instrument

Working with Words

1. Write the New Word that (1) is the opposite of **written** and those that mean (2) serious and intense; (3) alike; and (4) tender or fragile.

(1)---------- (3)----------

(2)---------- (4)----------

2. Write **communicate** and **communication.** Underline the parts of the words that are the same.

---

3. Write the four New Words ending in **ment.** What does each mean?

---

4. Write the New Words in which you see the little words **connect, new, man,** and **assist.**

---

5. Find these words in the dictionary and say each by syllables: **necessity, commercial, ambition, magic.** Write the words.

---

6. What do the words **realize** and **patent** mean? Write sentences using the words.

---

7. Write the plural of **experiment** and **connection.**

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

receiver impulse carbon resign

Review Words

unusual definite original arrangement
succeeded thorough naturally industrious

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Make two new words by adding ly to **unusual** and **original**. Then place the prefix **un** before **natural** and **in** before **definite** to make two new words. Write the words.

_____ _____
_____ _____

My Friday Test

Turn to page 82 for your Friday test.

34. Edison, a Many-Sided Inventor

Thomas Edison, the wizard of electricity, had many difficulties and disappointing experiences as a young boy. He did poorly at school, but developed so much patience and wisdom that nothing could discourage him. He had no time for nonsense, and began very early a serious struggle for knowledge.

For a short time Edison was a newsboy on a train. In order to continue his studies, he set up a small laboratory in the baggage car. One day he accidentally set fire to the car. Young Tom and his equipment were promptly thrown out.

After this disappointment, Tom became a telegraph operator. He became unusually skilful and reliable in sending a telegram or a dispatch.

Early in life Edison improved the electric-light bulb, which is the basis of his great reputation. Other electrical devices followed as Edison's genius led him on. He is credited with having been the holder of over 1000 patents.

New Words

wisdom	nonsense	difficulties	disappointment
basis	struggle	discourage	electricity
genius	telegram	promptly	experience
skilful	dispatch	reputation	laboratory
reliable	telegraph	electrical	equipment

Follow the directions for Monday on page 1.

Working with Words

1. Write **telegraph** and **telegram.** The first part of these words comes from a Greek word meaning "far" or "far off." Write another familiar word beginning with **tele.**

2. Write the New Words that are the antonyms of **encourage** and **clumsy.**

3. Write two New Words containing the word **electric.**

4. Write two New Words in which **ment** was added to a word without changing its form in any other way.

5. Find these words in the dictionary and say them by syllables: **laboratory, difficulties, experience, reputation.** Write the words.

6. Find the meanings of these words: **dispatch, basis, genius, reliable.** Write the words.

7. Write the New Words that contain the little words **sense** and **prompt.**

8. Write the New Word containing **gg** and the one that ends in **dom.**

9. Add **es** to form the plural of **dispatch** and **genius.**

My First Test

Write each New Word below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

electrified depart celebrated explode

Review Words

necessary necessity commercial communication
science assistant similar excitement

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Write the plural form of **communication** and **assistant**.

_____ _____

3. Review the rules for adding **ly** on page 23. Then add **ly** to **necessary** and **commercial**.

_____ _____

My Friday Test

Turn to page 81 for your Friday test.

35. Fulton and His Steamboat

Robert Fulton, designer and builder of the first practical steamboat, was a man of vision and ability in many lines. For several years he worked in France. When he failed to interest anyone there in a small submarine torpedo boat, he returned to the United States.

Here he started carpenters on the construction of the first large steamboat. Among his acquaintances there was scarcely anyone who thought such a venture would prove successful. But in August, 1807, a remarkable boat was ready to proceed on the first actual trip by steam up the Hudson River. As the *Clermont* moved, fishermen and farmers along the bank thought a strange monster threatened their very lives.

Men like Fulton deserve great credit for the improvement of commerce and industry. In almost every instance their toil and sacrifice represent the price that is paid for advancement.

New Words

vision	practical	submarine	threatened
ability	carpenter	represent	construction
actual	scarcely	commerce	acquaintance
deserve	venture	instance	improvement
credit	proceed	sacrifice	remarkable

Follow the directions for Monday on page 1.

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Working with Words

1. Among your New Words find those that contain these words: **improve, threat, remark, acquaint, construct, scarce.** Write the New Words.

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2. Write the plural form of **submarine, carpenter, venture** and **ability.** Review the rules on page 1.

---------- ----------

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3. Find **sacrifice** and **practical** in the dictionary. Say the words softly by syllables. Write the words.

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4. Find the meanings of **vision, actual, credit,** and **instance.** Write the words. Use each one orally in a sentence.

---------- ----------

---------- ----------

5. The words **proceed** and **precede** are sometimes confused. How do they differ in spelling? in pronunciation? in meaning? Write a sentence using **proceed.**

---

6. What does **commerce** mean? Write **commerce.** Use the word orally in a sentence.

---

7. Write **deserve** and **represent.** Make new words by adding the suffix **ed.**

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My First Test

Write each New Word below:

1. ---------- 11. ----------
2. ---------- 12. ----------
3. ---------- 13. ----------
4. ---------- 14. ----------
5. ---------- 15. ----------
6. ---------- 16. ----------
7. ---------- 17. ----------
8. ---------- 18. ----------
9. ---------- 19. ----------
10. ---------- 20. ----------

Write your Hard Words:

1. ----------
2. ----------
3. ----------
4. ----------
5. ----------
6. ----------
7. ----------
8. ----------
9. ----------
10. ----------

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. When you know these words, write them below. If you have no Hard Words this week, write other words that you need to use.

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Words I Misspelled on Last Friday's Test

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---------- ----------

Other Words to Spell

wharf monster launch presume

Review Words

electricity equipment skilful disappointment
experience nonsense difficulties laboratory

1. Write your Review Words here.

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2. Write the singular form of **difficulties** and the plural form of **laboratory**.

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3. Make a new word by adding **ly** to **skilful**.

My Friday Test

Turn to page 82 for your Friday test.

36. Let's Make Sure

Review Words

Read again the directions on page 11 for work during Review Week.

realize	original	additional	experiment
basis	laundry	machinery	threatened
youth	comment	promptly	satisfaction
genius	proceed	succeeded	instrument
annual	inventor	reputation	submarine
reduce	advance	difficulties	discourage
assure	domestic	carpenter	laboratory
ideal	delicate	practical	remarkable
volume	capable	assistant	conclusion
human	earnest	ambition	experience
vision	furious	confident	amusement
credit	reliable	household	excitement
engage	necessity	delivered	improvement
energy	telegram	acceptance	appointment
spoken	definite	represent	development
renew	venture	naturally	arrangement
magic	instance	commerce	disappointment
actual	sacrifice	dispatch	equipment
patent	similar	scarcely	construction
urgent	equally	electrical	industrious
wisdom	provided	operation	commercial
ability	nonsense	thorough	communication
deserve	examine	telegraph	communicate
benefit	unusual	opposition	acquaintance
skilful	struggle	connection	electricity

Words I Misspelled on My Friday Tests

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Reviewing Your Words

1. Write these words in a list: **improve, appoint, develop, arrange, equip, amuse, disappoint, excite.** Opposite each of these words write the Review Word formed from it by the adding of **ment.** Notice that in each case the root word is not changed.

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2. **Submarine** is derived from two Latin words, one meaning "below" and the other meaning "the sea." Write a sentence using **submarine.**

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3. Write the Review Word **confident.** Opposite it write **confidence.** Now write these words, which you have also studied this year: **convenient, convenience.**

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4. Write these pairs of words: **commerce, commercial; satisfaction, satisfactory; assistant, assistance; necessity, necessary.** Say each word, noticing the parts that are the same. Underline the parts of each pair that are alike.

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5. The letter **g** may have a hard sound as in **girl** or a soft sound as in **gem**. In one list write three Review Words containing the hard **g** sound. In a second list write three containing the soft **g** sound.

---

6. Make new words by adding **ly** to **capable, unusual, remarkable,** and **earnest**. Put a X beside the two words which required a change in the root form.

---

7. These words may be used to describe a noun: **delicate, furious, thorough**. Write a sentence using each word.

---

8. Write sentences using the possessive form of **carpenter** and **assistant**.

---

9. Drop the final **e** and add **ed** and **ing** to **assure** and **advance**.

---

10. Write these Review Words: **comment, volume, magic, struggle, realize, spoken**. Without looking at your dictionary, mark each vowel sound. Then turn to the dictionary and correct your work.

---

11. Be sure to form **a**'s and **o**'s so that they will not be confused. Write eight Review Words containing **a**'s and **o**'s.

---

12. The letters **b, f, h, k,** and **l** are the tallest of any in the alphabet. Write one Review Word containing each letter. Then check them for form and for height. The letters **d** and **t** are not quite so tall as the five given above. Write two words containing **d** and three containing **t**. Check them also for height and form.

Wednesday Test

Turn to page 88 and write the first half of your Review Words.

Thursday Test

Turn to page 88 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.

Friday Test for Lesson 1

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Find your mistakes. Put a X after every word that you spelled wrong. Then write the words you misspelled in the space *Words I Misspelled on Last Friday's Test* on page 4. Keep your record on the Progress Chart on page 96. Follow these steps every Friday.

(Dictation sentences for the Friday Tests are given in the Teacher's Edition of *My Spelling, Grade Seven,* and also in the Teacher's Manual.)

Friday Test for Lesson 3

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 8 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 5

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 14 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 2

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 6 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 4

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 10 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 7

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 16 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 9

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 20 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 11

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 26 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 14

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 30 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 8

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 18 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 10

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 22 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 13

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 28 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 15

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 32 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 17

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 38 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 20

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 42 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 16

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 34 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 19

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 40 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 21

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 44 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 23

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 50 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 26

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 54 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 28

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 58 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 22

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 46 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 25

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 52 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 27

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 56 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 29

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 62 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 32

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 66 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 34

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 70 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 31

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 64 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 33

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 68 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 35

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Mark your Progress Chart.

Lesson 6. Wednesday Test

1._____ 26._____
2._____ 27._____
3._____ 28._____
4._____ 29._____
5._____ 30._____
6._____ 31._____
7._____ 32._____
8._____ 33._____
9._____ 34._____
10._____ 35._____
11._____ 36._____
12._____ 37._____
13._____ 38._____
14._____ 39._____
15._____ 40._____
16._____ 41._____
17._____ 42._____
18._____ 43._____
19._____ 44._____
20._____ 45._____
21._____ 46._____
22._____ 47._____
23._____ 48._____
24._____ 49._____
25._____ 50._____

Lesson 6. Thursday Test

51._____ 76._____
52._____ 77._____
53._____ 78._____
54._____ 79._____
55._____ 80._____
56._____ 81._____
57._____ 82._____
58._____ 83._____
59._____ 84._____
60._____ 85._____
61._____ 86._____
62._____ 87._____
63._____ 88._____
64._____ 89._____
65._____ 90._____
66._____ 91._____
67._____ 92._____
68._____ 93._____
69._____ 94._____
70._____ 95._____
71._____ 96._____
72._____ 97._____
73._____ 98._____
74._____ 99._____
75._____ 100._____

My Score _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Write them correctly in the blanks on page 12.
Keep your record on the Progress Chart on page 96.

Lesson 12. Wednesday Test

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25.

26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50.

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Lesson 12. Thursday Test

51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75.

76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

My Score _____

Write them correctly in the blanks on page 24.
Keep your record on the Progress Chart on page 96.

Lesson 18. Wednesday Test

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

Lesson 18. Thursday Test

51. _____ 76. _____
52. _____ 77. _____
53. _____ 78. _____
54. _____ 79. _____
55. _____ 80. _____
56. _____ 81. _____
57. _____ 82. _____
58. _____ 83. _____
59. _____ 84. _____
60. _____ 85. _____
61. _____ 86. _____
62. _____ 87. _____
63. _____ 88. _____
64. _____ 89. _____
65. _____ 90. _____
66. _____ 91. _____
67. _____ 92. _____
68. _____ 93. _____
69. _____ 94. _____
70. _____ 95. _____
71. _____ 96. _____
72. _____ 97. _____
73. _____ 98. _____
74. _____ 99. _____
75. _____ 100. _____

My Score _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Write them correctly in the blanks on page 36.
Keep your record on the Progress Chart on page 96.

Lesson 24. Wednesday Test

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

Lesson 24. Thursday Test

51. _____ 76. _____
52. _____ 77. _____
53. _____ 78. _____
54. _____ 79. _____
55. _____ 80. _____
56. _____ 81. _____
57. _____ 82. _____
58. _____ 83. _____
59. _____ 84. _____
60. _____ 85. _____
61. _____ 86. _____
62. _____ 87. _____
63. _____ 88. _____
64. _____ 89. _____
65. _____ 90. _____
66. _____ 91. _____
67. _____ 92. _____
68. _____ 93. _____
69. _____ 94. _____
70. _____ 95. _____
71. _____ 96. _____
72. _____ 97. _____
73. _____ 98. _____
74. _____ 99. _____
75. _____ 100. _____

My Score _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Write them correctly in the blanks on page 48.
Keep your record on the Progress Chart on page 96.

Lesson 30. Wednesday Test

1._____ 26._____
2._____ 27._____
3._____ 28._____
4._____ 29._____
5._____ 30._____
6._____ 31._____
7._____ 32._____
8._____ 33._____
9._____ 34._____
10._____ 35._____
11._____ 36._____
12._____ 37._____
13._____ 38._____
14._____ 39._____
15._____ 40._____
16._____ 41._____
17._____ 42._____
18._____ 43._____
19._____ 44._____
20._____ 45._____
21._____ 46._____
22._____ 47._____
23._____ 48._____
24._____ 49._____
25._____ 50._____

Lesson 30. Thursday Test

51._____ 76._____
52._____ 77._____
53._____ 78._____
54._____ 79._____
55._____ 80._____
56._____ 81._____
57._____ 82._____
58._____ 83._____
59._____ 84._____
60._____ 85._____
61._____ 86._____
62._____ 87._____
63._____ 88._____
64._____ 89._____
65._____ 90._____
66._____ 91._____
67._____ 92._____
68._____ 93._____
69._____ 94._____
70._____ 95._____
71._____ 96._____
72._____ 97._____
73._____ 98._____
74._____ 99._____
75._____ 100._____

My Score _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Write them correctly in the blanks on page 60.
Keep your record on the Progress Chart on page 96.

Lesson 36. Wednesday Test

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

Lesson 36. Thursday Test

51. _____ 76. _____
52. _____ 77. _____
53. _____ 78. _____
54. _____ 79. _____
55. _____ 80. _____
56. _____ 81. _____
57. _____ 82. _____
58. _____ 83. _____
59. _____ 84. _____
60. _____ 85. _____
61. _____ 86. _____
62. _____ 87. _____
63. _____ 88. _____
64. _____ 89. _____
65. _____ 90. _____
66. _____ 91. _____
67. _____ 92. _____
68. _____ 93. _____
69. _____ 94. _____
70. _____ 95. _____
71. _____ 96. _____
72. _____ 97. _____
73. _____ 98. _____
74. _____ 99. _____
75. _____ 100. _____

My Score _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Write them correctly in the blanks on page 72.
Keep your record on the Progress Chart on page 96.

Words for First Half Year

acceptable
accompany
accompanying
accomplish
accurate
activity
adjust
admitted
adopt
advertise
advertisement
advertising
agreement
agriculture
alcohol
ample
announce
announcement
annually
apology
appearance
applied
apply
applying
approve
arrange
assistance
assume
attraction
attractive
audience
author
aviator
awkward

banquet
battery
belief
bouquet
brilliant
bureau
burglar

cafeteria
campaign
career
catalogue
cease
celery
cereal
certificate
chairman
character
choir
chorus
circulation
collection
column
combination
commission
commit
committed
committees
community
companion
compare
comparison
compass
compel
compelled
completely
composition
conceal
confidence
considered
constant
constantly
convenient
convinced
correctly
courtesy
create
criticize
customary

dealer
decay
delayed
delicious
delightful
delivery
democratic
depth
description
destroyed
determine
dictionary
diet
difficulty
director
disagreeable
displayed
dispose
distinguish
distribute
drafting

editor
elected
elevator
employee
entertainment
entirely
entitled
envy
establish
exception
excess
excursion
expand
expensive
explanation
export
expression
extreme
extremely

faculty
favour
favourable
favourably
feature
firm
formal
fortunate
frequent
frequently
friendship
furnished

generous
genuine
glider
glorious
gradually
guarantee

happiness
highly
honestly
honesty
humble

ignorant
illustrate
immediate
immediately
immigrant
impatient
import
impression
including
income
influence
informed
inspection
instruct
item

jacket
janitor
journal
judgment
justify

leisure
liberal
limited
literary
location
loss
luncheon
magazine
management
mental
midst
mirror
missionary
misspell
modest
monoplane
musical
musician

nevertheless
noble

occasion
occupation
occur
occurred
opera
operate
operated
opportunity
oppose
orchestra
ordinary
organize
oyster

parachute
particular
partners
perfectly
permitted
personal
personally
photograph
physical
popular
portion
poultry
poverty
practically
prairie
preacher
preferred
preparation
prepared
preserve
private
privilege
probable
process
production
professor
profitable
promotion
propeller
properly
property
prospect
prosperous
publication
publish

quality
quantities
quantity
quote

readily
rebels
recall
refer
referred
regularly
religious
remaining
render
replied
replying
resemble
retail
retreat

salmon
schedule
secretary
seize
selected
selection
seniors
sensible
shipment
shipping
shopping
shortage
sincere
sketch
skilled
society
solve
stomach
submit
submitted
suitable
superintendent
supplied
supplies

talent
tempt
term
territory
throughout
toboggan
transferred
trimmed
trolley
typewriter

university
urge

variety
various
vary
vast
verse
violin
virtue
vitamin

wages
wedding
wholesale
wholesome
wrapped

Tests for the First Half Year

Test A (Dictation sentences for the Half-Year Tests are given in the Teacher's Edition of *My Spelling, Grade Seven,* and also in the Teacher's Manual.) **Test B**

Test A		Test B	
1.	26.	1.	26.
2.	27.	2.	27.
3.	28.	3.	28.
4.	29.	4.	29.
5.	30.	5.	30.
6.	31.	6.	31.
7.	32.	7.	32.
8.	33.	8.	33.
9.	34.	9.	34.
10.	35.	10.	35.
11.	36.	11.	36.
12.	37.	12.	37.
13.	38.	13.	38.
14.	39.	14.	39.
15.	40.	15.	40.
16.	41.	16.	41.
17.	42.	17.	42.
18.	43.	18.	43.
19.	44.	19.	44.
20.	45.	20.	45.
21.	46.	21.	46.
22.	47.	22.	47.
23.	48.	23.	48.
24.	49.	24.	49.
25.	50.	25.	50.

My Score _____ My Score _____

Words for Second Half Year

ability
acceptance
accepted
according
acquaintance
actual
additional
advance
advancement
advantage
affect
agreeable
ambition
amusement
annual
appeal
appetite
appointment
appreciate
appreciated
appreciation
argue
argument
arouse
arrangement
assistant
assure
assured
athletics
attach
attendance
attention
authority
aware

bandage
basis
behalf
benefit
brief
bulletin

capable
carpenter
caution
century
clever
closely
comment
commerce
commercial
communicate
communication
complaint
compliment
concern
conclusion
confident
connection
consent
conservation
considerable
consideration
construction
consult
contact
contract
controlled
convenience
co-operation
cordially
credit
cripple
criticism
cultivate
cure
cushion
customer

debate
decline
decrease
defence
definite
degree
delicate
delivered
dentist
department
deposit
deserve
development
difficulties
directed
directly
disappointment
disaster
discourage
discovery
discuss
discussion
disgust
dispatch
distinct
domestic
doubtless
dreadful

earnest
effective
electrical
electricity
elsewhere
employ
endure
energy
engage
enormous
epidemic
equally
equipment
erosion
established
estimate
evil
examine
excitement
exhausted
experience
experiment
expert
extent

factor
familiar
fate
federal
fertile
formerly
foundation
fuel
furious
further

genius
grateful
grief
gymnasium

hence
hereafter
hesitate
hoarse
horizon
household
human
hygiene

ideal
immense
importance
improvement
increasing
indicate
industrious
inquire
instance
institute
instruction
instrument
interfere
introduce
inventor
investigate
investment
irrigate
irrigation
issue

justified

kingdom

laboratory
laundry
legal
licence
limit

machinery
magic
maintain
majority
meantime
medical
mere
mild
moderate
moisture
mosquito
muscle
mystery

naturally
necessity
nervous
nonsense
normal
notion
numerous

obedient
objection
obliged
observe
occupied
official
operation
opposition
organized
original
otherwise

pamphlet
patent
peculiar
per cent
performed
pierce
policy
positive
postpone
practical
presence
proceed
prompt
promptly
propose
protest
provided
provision
punishment
purchased
pursue

quotation

realize
reasonable
recent
recognize
reduce
reduction
refused
register
regulate
release
reliable
relieve
remarkable
remedy
renew
replace
represent
reputation
required
requirement
response
responsible
retain
rural

sacrifice
sanitary
satisfaction
satisfactory
scale
scarce
scarcely
scheme
secure
seriously
severe
similar
situation
skilful
sole
somewhat
soul
spoken
storage
strictly
struggle
stupid
submarine
succeeded
suggested
surgeon
suspect
sympathy

telegram
telegraph
thorough
threat
threatened
treatment

unpleasant
unusual
urban
urgent

venture
visible
vision
volume

wealth
weapon
wisdom

youth

Tests for the Second Half Year

Test A

1.		26.	
2.		27.	
3.		28.	
4.		29.	
5.		30.	
6.		31.	
7.		32.	
8.		33.	
9.		34.	
10.		35.	
11.		36.	
12.		37.	
13.		38.	
14.		39.	
15.		40.	
16.		41.	
17.		42.	
18.		43.	
19.		44.	
20.		45.	
21.		46.	
22.		47.	
23.		48.	
24.		49.	
25.		50.	

My Score _____

Test B

1.		26.	
2.		27.	
3.		28.	
4.		29.	
5.		30.	
6.		31.	
7.		32.	
8.		33.	
9.		34.	
10.		35.	
11.		36.	
12.		37.	
13.		38.	
14.		39.	
15.		40.	
16.		41.	
17.		42.	
18.		43.	
19.		44.	
20.		45.	
21.		46.	
22.		47.	
23.		48.	
24.		49.	
25.		50.	

My Score _____

Names of the Provinces and Territories of Canada with Their Abbreviations

Alberta = Alta.
British Columbia = B.C.
Manitoba = Man.
New Brunswick = N.B.
Northwest Territories = N.W.T.
Nova Scotia = N.S.
Ontario = Ont.
Prince Edward Island = P.E.I.
Quebec = P.Q.
Saskatchewan = Sask.
Yukon Territory = Y.T.

Names of the States of the United States with Their Abbreviations

Alabama = Ala.
Arizona = Ariz.
Arkansas = Ark.
California = Calif.
Colorado = Colo.
Connecticut = Conn.
Delaware = Del.
Florida = Fla.
Georgia = Ga.
Idaho
Illinois = Ill.
Indiana = Ind.
Iowa
Kansas = Kans.
Kentucky = Ky.
Louisiana = La.
Maine
Maryland = Md.
Massachusetts = Mass.
Michigan = Mich.
Minnesota = Minn.
Mississippi = Miss.
Missouri = Mo.
Montana = Mont.
Nebraska = Nebr.
Nevada = Nev.
New Hampshire = N.H.
New Jersey = N.J.
New Mexico = N. Mex.
New York = N.Y.
North Carolina = N.C.
North Dakota = N. Dak.
Ohio
Oklahoma = Okla.
Oregon = Oreg.
Pennsylvania = Pa.
Rhode Island = R.I.
South Carolina = S.C.
South Dakota = S. Dak.
Tennessee = Tenn.
Texas = Tex.
Utah
Vermont = Vt.
Virginia = Va.
Washington = Wash.
West Virginia = W. Va.
Wisconsin = Wis.
Wyoming = Wyo.

District of Columbia = D.C.

Words with New Meanings

As new needs arise, new words are invented to express new ideas. Old words also take on new meanings in new situations. Modern inventions and current events stimulate the development of new words and new uses of old words. The following is a list of words and phrases developed in recent years.

atomic age
blood bank
bottleneck
clipper
closed shop
cost of living
frequency modulation
helicopter
high-altitude
iron curtain
jeep
jet propulsion
labour
one world
overdrive
penicillin
plastic
prefabricated
radar
recession
rehabilitation
skyways
social security
stratosphere
television
town planning
United Nations

Find in the newspaper or a weekly review of the news a sentence in which each word or phrase is used.

The Hundred Word Demons*

The following list of words looks easy, but they have been found to be most often misspelled. They are common words that everyone should know. Study them until you are sure you can spell them correctly.

all right
am
and
are
because
birthday
Christmas
coming
cousin
didn't
don't
down
every
everybody
February
fine
for
friend
from
getting
goes
going
good-bye
guess
Hallowe'en
have
haven't
he
here
him
how
I
I'll
I'm
it
it's
January
know
letter
like
likes
me
morning
mother
Mrs.
my
name
now
o'clock
October
on
one
our
play
pretty
received
right
Santa Claus
Saturday
school
some
sometime
sometimes
stationery
summer
Sunday
suppose
sure
swimming
teacher
teacher's
Thanksgiving
that's
the
their
them
then
there
they
time
to
today
tonight
too
two
very
want
was
we
went
were
when
will
with
won't
would
write
writing
you
your

Brain-Teasers

The following words have been found hard for boys and girls and adults to spell. When you want to test your spelling ability or have a spell-down at school, you may use this list of words.

accommodation
analysis
apparel
baccalaureate
bombardier
canyon
cauliflower
chamois
chauffeur
christen
communiqué
conscientious
conveniently
coupon
croquet
dessert
discipline
enthusiasm
exquisite
grippe
guardian
inflammable
jardiniere
lacquer
leopard
liquor
menagerie
millionaire
mischievous
mucilage
occasionally
parallel
penitentiary
phosphorus
pigeon
precipice
ration
rendezvous
rhubarb
rheumatism
righteous
scissors
siege
souvenir
stationery
supersede
technician
trough
villain
yacht

*This list of Word Demons is taken from the "Crucial Core Vocabulary in Elementary Language and Spelling," by James A. Fitzgerald, *The American School Board Journal*, Vol. 103, July, 1942, pp. 22–24.

Summary

Rules to Help You Spell

Here is a summary of the rules you have learned in *My Workbook Spelling.*

How to Add Suffixes

A letter or a syllable added to a word to form a new word is called a *suffix.* Some suffixes are **s, es, ed, ing, er, est, ly, ful, able, ible, ment, ive, ance, ence, ion, tion, ition, ation, sion, ous, ious, less,** and **al.** Sometimes a word will have two suffixes. Example: **respect ful ly.**

A. These rules will help you to add **s** and **es:**

1. Most words add **s** to the root forms without any change. Examples: **barn, barns; garden, gardens.**

2. Words ending in **sh, ch, ss, x,** and **z** usually add **es** instead of **s.** Examples: **bush, bushes; church, churches; kiss, kisses; box, boxes; buzz, buzzes;** but **stomachs.**

3. Words ending in a consonant and **y** change the **y** to **i** and add **es.** Examples: **party, parties; fly, flies.**

4. Words ending in a vowel and **y** simply add **s.** Examples: **donkey, donkeys; boy, boys.**

5. Some words ending in **f** or **fe** change the **f** or **fe** to **v** and add **es.** Examples: **calf, calves; knife, knives.**

6. Some words change one or more letters instead of adding **s** or **es.** Examples: **man, men; mouse, mice; goose, geese.**

B. These rules will help you to add the suffixes **ed** and **ing:**

1. Many words are formed by adding **ed** and **ing** without any change. Examples: **furnish, furnished, furnishing.**

2. Words ending in silent **e** drop the **e** before adding **ed** and **ing.** Examples: **move, moved, moving.**

3. Words ending in a consonant and **y** change the **y** to **i** before adding **ed,** but do not make any change before adding **ing.** Examples: **deny, denied, denying.**

4. Words ending in a vowel and **y** add **ed** and **ing** without making any other change. Examples: **delay, delayed, delaying.**

5. Words of one syllable ending in a single consonant preceded by a single vowel double the final consonant before adding suffixes which begin with a vowel. Examples: **ship, shipped, shipping.**

6. Words of two or more syllables which are accented on the last syllable and which end in a single consonant preceded by a single vowel double the final consonant before adding a suffix beginning with a vowel. Examples: **refer, referred, referring.**

C. These rules will help you to add the suffix **ly:**

1. Words ending in a consonant and **y** change the **y** to **i** before adding **ly.** Example: **easy, easily.**

2. Words ending in **le** usually drop the **le** and add **ly.** Example: **possible, possibly.**

3. Most other words add the **ly** without making any other change. Example: **clear, clearly.**

D. These general rules will help you too:

1. Most words ending in silent **e** keep the **e** before adding a suffix that begins with a consonant. Examples: **achievement, completely, useful, careless.** There are a few important exceptions in which the **e** is dropped. Examples: **acknowledgment, judgment.**

2. Words ending in final **e** usually drop the **e** before adding a suffix beginning with a vowel. Examples: **assuring, largest, guidance, movable.** Two exceptions to the rule are **changeable** and **peaceable.**

3. Words ending in a consonant and **y** change the **y** to **i** before adding a suffix, unless the suffix begins with **i.** Examples: **supplies, supplied, happier, happiest, happiness, pitiful,** but **supplying.**

How to Add Prefixes

A syllable placed before a word to change its meaning is called a *prefix.* Some prefixes are **im, un, in, co, dis,** and **inter.** Many prefixes are added without changing the root word.

Words with ie *and* ei

Put **i** before **e** except after **c** or when sounded like **a** as in **neighbour** and **weigh.** Examples: **achieve, receive, freight.** There are a few important exceptions to this rule, as **neither** and **leisure.**

Spelling Possessive Forms

These rules will help you to write possessives to show ownership:

1. Singular nouns form the possessive by adding an apostrophe and **s.** Example: **pilot's record.**

2. Plural nouns which end in **s** add only an apostrophe to form the possessive. Example: **aviators' uniforms.**

3. Plural nouns which do not end in **s** add the apostrophe and **s** to form the possessive. Example: **men's club.**

Letters and Syllables

The *vowels* are **a, e, i, o, u,** and sometimes **y** and **w.** The other letters are *consonants.*

A *syllable* is a word or part of a word which has one vowel sound and is spoken as a unit. Examples: **boy** is a one-syllable word; **chil dren** is a two-syllable word; **or na ment** is a three-syllable word.

In every word of two or more syllables one syllable is given more emphasis than the other. This extra emphasis is called *accent,* and is shown in the dictionary by an *accent mark* (′). Example: In **meet'ing** the first syllable is accented.

Most words have only one accented syllable, but some have more than one. Example: **in'for ma'tion.** The accent which is the heavier is called the *primary accent.* The other accent is called the *secondary accent.*

In your dictionary the pronunciation of each word is shown. The vowels are marked according to their sounds, and the accented syllables are shown. The marks for the vowel sounds are called *diacritical marks.* Example: **photograph (fō'tō graf).**

To the Teacher

This Canadian series of spelling workbooks has been prepared with the specific purpose of making spelling interesting to learn and to teach. To that end all words to be spelled are presented in story settings which are related to the pupil's school, home, and community experiences. The organization of the spelling programme and the learning method insure steady progress in the mastery of spelling.

The Oxford English Dictionary and the Concise Oxford Dictionary have been used as the standard of spelling. Where these dictionaries give two spellings of a word, and where both of these are in use in Canada, the more frequent spelling is given in the word lists and the alternative is indicated in a note.

The Word Lists. The word lists have been validated by careful checking against all available comprehensive spelling lists, after having been checked also against the pupil's school needs. In addition to the basic list of words, a supplementary list of useful words adds richness to the list and provides for the needs of the more rapid learner.

The Unit Plan. The general plan of organization is a unit plan. Each book contains six units; and each unit consists of five weekly developmental lessons and one week of review, covering, therefore, a six weeks' period. These units are designed to correlate spelling with social studies, science, health, and the language arts.

The Method. The method used in the presentation and study of the words incorporates the best features of a study-test-study plan. Much emphasis is placed on the use of the words in the story units. In this workbook every spelling word, except a few which add *s* without any other change, appears in the same form in the story and in the word list. Exercises based on the word list are provided for each week's work. Then follow on successive days a pre-test, individual study of hard words, and a weekly final test.

The Study Exercises. These exercises gradually acquaint the pupil with the visual and phonetic peculiarities of words and help him to master the specific difficulties of words as well as the principles that govern the spelling of derived forms. Each new word is studied at least once in the exercises following its introduction. Development of meaning and enrichment of vocabulary are constantly emphasized.

The Dictionary Programme. Beginning with the fourth grade, constant use is made of the dictionary. The dictionary programme, which is carefully graded, includes systematic attention to the finding of words, to the sounds of letters and letter combinations, and to accenting and syllabication. Changes in meaning that accompany a change in accent are noted.

Word Study. Rich experiences in word study enable the pupil gradually to develop familiarity with the likenesses and differences in words, the common symbols for English sounds, and the principles which control word building. He learns to form plurals, to use the possessive, to interpret and use prefixes and suffixes, and to spell the variant forms derived from root words. This study develops not only the power to spell but also good spelling habits.

Individual Differences. These workbooks provide for the individual differences and needs of children and furnish each child with a personal record of his progress. They develop an interest in spelling, a spelling consciousness, and a spelling conscience. Without these three intangibles, spelling ability will always be unsatisfactory.

Emphasis on Handwriting. The pupil must use the tool of writing as he learns to spell. *My Workbook Spelling* emphasizes to the pupil the close relationship between good handwriting and good spelling, and the study exercises call his attention frequently to the problem of writing clearly and forming letters accurately.

The Review Programme. A systematic programme of review leads to mastery of the hard words in *My Workbook Spelling.* This plan provides first for a review of the hardest words in each list of new words on the week following their first presentation. It provides also for a review week at the end of each five-week period during which all words are again tested and reviewed. In addition, a term review is provided for those who wish to use it. Finally, words known to be difficult are again reviewed in the later grades as an additional provision for permanence of learning.

Suggestions for Grade Seven. Grade Seven of *My Workbook Spelling* teaches twenty new words weekly. A total of 600 new words is presented during the year.

The directions for conducting the week's work on the inside of the back cover should be read and discussed by the teacher and pupils, so that every child understands just what is to be done each day. The exercises called Working with Words are planned for individual study. Occasionally, however, the teacher may wish to use the exercises for group work, and throughout the year there may be a small group of slow learners who will need careful guidance as they study.

The plan for study and testing during review week is given on page 11. Exercises called Reviewing Your Words not only provide additional practice in spelling but also review important principles of word building.

The dictionary programme is carefully maintained and developed in Grade Seven. In Your Dictionary, pages 97-104, the pupils will find every word taught in Grade Seven. The first definition or illustrative sentence for every word is one that fits the new word as it appears in its lesson story in *My Workbook Spelling.* Pupils will find that Your Dictionary has been especially designed to meet their needs.

The exercises in Grade Seven offer varied types of practice. In addition to those which provide drill in spelling, there are others which emphasize similarities and differences in words, compound words, rhyming words, important vowel sounds, homonyms, synonyms, and possessive forms. Systematic review and practice are given in spelling derived words formed by adding the most common suffixes either without any change in the root words or by dropping the silent *e* before adding *ed* or *ing*, by changing *y* to *i* before adding *ed*, *es*, and *ly*, and by doubling the final consonant. Antonyms, plural possessives, and the meaning and spelling of common prefixes are introduced in this grade.

MY WEEKLY PROGRESS CHART

W	No. of Weekly Test — First Half Year															W
	1	2	3	4	5	7	8	9	10	11	13	14	15	16	17	
0																0
1																1
2																2
3																3
4																4
5																5
6																6
7																7
8																8
9																9
10																10
11																11
12																12
13																13
14 or more																14 or more

MY WEEKLY PROGRESS CHART

W	No. of Weekly Test — Second Half Year															W
	19	20	21	22	23	25	26	27	28	29	31	32	33	34	35	
0																0
1																1
2																2
3																3
4																4
5																5
6																6
7																7
8																8
9																9
10																10
11																11
12																12
13																13
14 or more																14 or more

Directions for Marking Your Chart. In the top line of figures find the number of the weekly test—1, 2, 3, and so on. In the line of figures to the right and left of the chart find W—the number of words spelled wrong. Put a dot in the centre of the space which shows the number wrong in your weekly test. Connect the dots with a solid line.

REVIEW-TEST PROGRESS CHART

W	First Review Test	Second Review Test	Third Review Test	T	W
0					0
2					4
4					4
6					4
4					4
10					10
12					12
14					14
16					16
18					18
20 or more					20 or more

REVIEW-TEST PROGRESS CHART

W	Fourth Review Test	Fifth Review Test	Sixth Review Test	T	W
0					6
4					2
4					4
6					6
8					8
10					10
12					12
14					14
16					16
16					18
20 or more					20 or more

Directions for Marking Your Chart. In the top line below the title of the chart find the place where it says First Review Test. In the left-hand column find W—the number of words spelled wrong. Now find in the column the number wrong on your First Review Test. If you missed 6 words, place a dot in the centre of the space opposite 6. If you missed 7 words, place a dot on the line between 6 and 8. When you have completed your Review Tests for one half year, connect the dots with a solid line. Mark the number of words you missed on the Term Tests under T at the right of each graph. Watch your record improve!

KEY WORDS

The letter sounds below will help you in using Your Dictionary. The mark over each letter tells its sound. The word opposite each marked letter shows you how the letter is pronounced when it is marked in this way.

ă	căn	ē	bē	ô	hôrse	oi	oil
ā	cāne	ē	hēr	o͝o	so͝ft	o͞o	fo͞ot
ä	fäther	ê	bêgin	o͞	obey	o͞o	fo͞od
å	åsk	ĕ	silĕnt	o͝	o͝ccur	ou	out
ȧ	sofȧ	ĭ	hĭd	ŭ	ŭs	ng	sing
â	câre	ī	hīde	ū	ūse	t͟h	t͟hat
a͡	alwa͡ys	y͝	possy͝ble	û	bûrn	th	thin
ă	ăccount	ŏ	nŏt	û	ûnite	t͡ū	nat͡ûre
ĕ	bĕt	ō	nōte	ŭ	circŭs		

a bil'i ty (*ȧ* bĭl'ĭ tĭ). 1. Skill; talent. 2. Enough power to do something. He has the *ability* to become famous.

ac cept'a ble (ăk sĕp'tȧ b'l). Pleasing; suitable.

ac cept'ance (ăk sĕp'tăns). 1. Received with approval. 2. Consenting to take. My *acceptance* of the position was not certain.

ac cept'ed (ăk sĕp'tĕd). 1. Approved; agreed with. 2. Took willingly. She *accepted* the gift with a smile.

ac com'pa ny (ă kŭm'pȧ nĭ). 1. To happen at the same time. The teacher will *accompany* her directions with advice on playing safe. 2. To go along with; to attend as a companion or associate. Won't you *accompany* us on our trip? 3. To play the piano or some other instrument along with or at the same time. My cousin will *accompany* me on the harp.

ac com'pa ny ing (ă kŭm'pȧ nĭ ĭng). See **accompany**.

ac com'plish (ă kŏm'plĭsh). 1. Attain or achieve. 2. To carry out; to finish. Jim will *accomplish* the task easily.

ac cord'ing (ă kôr'dĭng). (Usually with *to.*) 1. As stated by. 2. Agreeing with; following. *According* to the map, we should turn east.

ac'cu rate (ăk'ū rĭt). Exactly right; correct. He gave an *accurate* account of what happened at the meeting.

ac quaint'ance (ă kwān'tăns). 1. A person one knows slightly but not so well as a friend. 2. Knowledge of. I had no *acquaintance* with her reasons for leaving.

ac tiv'i ty (ăk tĭv'ĭ tĭ). 1. Liveliness of brain, hand, or muscle. 2. Energetic movement. The child was in a constant state of *activity.*

ac'tu al (ăk'tū ăl). Real; not impossible or imaginary.

ad di'tion al (ă dĭsh'ŭn ăl). Added on; extra. The railroads had to put on many *additional* cars during the holiday rush.

ad just' (ă jŭst'). 1. To adapt or change. 2. To bring the parts into running order; as, to *adjust* a sewing machine. 3. To settle; as, to *adjust* a dispute.

ad mit'ted (ăd mĭt'ĕd). 1. Allowed to enter. 2. Owned as true. The girls *admitted* that their mother was right. 3. Permitted. The difficulty *admitted* no delay.

a dopt' (*ȧ* dŏpt'). 1. To apply in one's own practice; as, to *adopt* new habits or customs. 2. To take a child of other parents and make one's own by law.

ad vance' (ăd vȧns'). 1. A going forward; progress. 2. To go forward. The captain decided to *advance.* 3. Raise in price. There has been an *advance* in the price of oranges.

ad vance'ment (ăd vȧns'mĕnt). 1. Progress. 2. Promotion. The secretary was pleased with her *advancement.*

ad van'tage (ăd vȧn'tĭj). 1. Benefit; profit. 2. More favoured in some way. He had the *advantage* of better schooling.

ad'ver tise (ăd'vẽr tīz). To call public attention to the good qualities of something in order to arouse interest in it or a desire to buy it. Most radio broadcasts *advertise* a particular product.

ad ver'tise ment (ăd vûr'tĭz mĕnt). Public announcement of something, as of a sale of goods. We put an *advertisement* in the paper.

ad'ver tis'ing (ăd'vẽr tīz'ĭng). 1. Any form of public announcement to help sales. We are *advertising* the school play with posters. 2. The business of writing advertisements. Father works in the *advertising* department of a large store.

af fect' (ă fĕkt'). To have an influence on. Don't let wrong advice *affect* your decision.

a gree'a ble (*ȧ* grē'ȧ b'l). Pleasing.

a gree'ment (*ȧ* grē'mĕnt). An understanding reached by two or more persons, groups of persons, or nations.

ag'ri cul'ture (ăg'rĭ kŭl'tu͡r). 1. The raising of crops (or animals) on a farm. 2. Art of producing crops (or animals) on a farm or ranch.

al'co hol (ăl'kŏ hŏl). 1. The colourless liquid which makes wine, beer, gin, and so on intoxicating. The wise man avoids the use of alcohol. 2. A liquid distilled from grain or wood and used in medicines. The nurse gave her patient an *alcohol* rub.

am bi'tion (ăm bĭsh'ŭn). 1. Hopeful wish or aim. 2. Strong desire for success in life.

am'ple (ăm'p'l). 1. Plentiful. 2. Quite enough. There was an *ample* allowance for each one of us.

a muse'ment (*ȧ* mūz'mĕnt). Entertainment; that which gives pleasure.

an nounce' (ă nouns'). 1. To explain what is coming. 2. To give notice to the public. Mother will *announce* my sister's engagement.

an nounce'ment (ă nouns'mĕnt). 1. Explanation of what is coming. 2. A notice given to the public. They put up an *announcement* of a big sale.

an'nu al (ăn'ū ăl). 1. Yearly. 2. A plant that lives only a year. The zinnia is an *annual.* 3. A book that comes out once a year; as, a high-school *annual.*

an'nu al ly (ăn'ū ăl ĭ). Every year. See also **annual**.

a pol'o gy (*ȧ* pŏl'ŏ jĭ). 1. Excusing oneself. He made an *apology* for being late. 2. The act of explaining an offence or error and asking pardon. I hope you will accept my *apology,* because I am truly sorry.

ap peal' (ă pēl'). 1. To call on for sympathy or help. 2. A call for help, support, or sympathy. The church made an *appeal* for funds.

ap pear'ance (ă pēr'ăns). 1. Looks. 2. Coming into sight; entrance. The *appearance* of a policeman gave us courage. 3. Coming before the public. It was the first *appearance* of the new actress. 4. Whole air; manner; carriage. The president made a fine *appearance.*

ap'pe tite (ăp'ē tīt). 1. Strong craving; taste. 2. Desire for, and enjoyment of, food and drink. A long walk in the fresh air will give you a good *appetite.*

ap plied' (ă plīd'). 1. Put into use. He *applied* the rules he had learned. 2. Put on. The doctor *applied* a plaster. 3. Studied carefully. I hope you *applied* yourself to your algebra. 4. Asked for in person or by letter. George *applied* for a job.

ap ply' (ă plī'). 1. To put into use. 2. To place in contact. 3. To pay close attention to. 4. To make a request; as, to *apply* for a job.

ap ply'ing (ă plī'ĭng). See **applied** and **apply**.

ap point'ment (ă point'mĕnt). 1. Act of choosing or fixing, as of a time or place at which to meet someone. 2. Position or office. My father received the *appointment* of treasurer.

ap pre'ci ate (ă prē'shĭ āt). 1. To understand the value of. 2. To enjoy with a knowledge of its values. We *appreciate* opera that is well sung. 3. To be grateful for. I *appreciate* your kindness to me.

ap pre'ci at'ed (ă prē'shĭ āt'ĕd). See **appreciate**.

ap pre'ci a'tion (ă prē'shĭ ā'shŭn). 1. Good opinion; understanding the value of. 2. Enjoyment with a knowledge of the values of.

ap prove' (ă prōōv'). 1. To think well of. 2. To be satisfied with. We *approve* of her choice of hats.

ar'gue (är'gū). 1. To present reasons for or against. 2. To discuss. The two boys love to *argue.*

ar'gu ment (är'gū mĕnt). 1. Reason or reasons for or against something. 2. A discussion or dispute. The teacher helped the boys to settle their *argument.*

a rouse' (*ȧ* rouz'). 1. To stir up; to excite. 2. To waken. The noise may *arouse* the baby from her nap.

ar range' (ă rānj'). 1. To prepare for; to plan. 2. To set out in a certain pattern. The girl will *arrange* the pictures tastefully. 3. To settle on something. We shall *arrange* easy terms for the buyer.

ar range'ment (ă rānj'mĕnt). 1. The order or way things are put together. 2. A settling of terms. What *arrangement* did you make about the purchase?

as sist'ance (ă sĭs'tăns). Help. Can I be of any *assistance* to you?

as sist'ant (ă sĭs'tănt). One who helps another.

as sume' (ă sūm'). 1. To take for granted. 2. To undertake; as, *assume* duties. 3. To pretend to have. He tried to *assume* a smile.

as sure' (ă shōōr'). 1. To make certain. 2. To tell positively. The grocer tried to *assure* us that the meat was fresh.

as sured' (ă shōōrd'). See **assure**.

ath let'ics (ăth lĕt'ĭks). Games and sports requiring physical strength and skill.

at tach' (ă tăch'). 1. To consider as belonging to. 2. To fasten. When I *attach* a leash to my dog's collar, he knows he is going for a walk.

at tend'ance (ă tĕn'dăns). 1. Persons present at some special time or place. 2. Act of being present. *Attendance* at chapel was not required.

at ten'tion (ă tĕn'shŭn). 1. Notice given or care paid to something. 2. Fixing one's mind closely. The conductor lifted his baton to secure *attention.*

at trac'tion (ă trăk'shŭn). 1. Something that wins interest and liking. 2. Power of drawing to oneself. The moon has an *attraction* for water on the surface of the earth, which causes the tides.

at trac'tive (ă trăk'tĭv). Pleasing; having the power to attract.

au'di ence (ô'dĭ ĕns). 1. People col-

lected in a place to see or hear a performance of some kind. We gave our school play before a large *audience*. 2. A chance to be heard. He was granted an *audience* with the king.

au'thor (ô'thĕr). A person who writes books, stories, or articles.

au thor'i ty (ô thŏr'ĭ tĭ). 1. Right to act. 2. A person who has power to command. The chief is in *authority* here. 3. Source of correct advice or information. That encyclopedia is an *authority* on animals.

a'vi a'tor (ā'vĭ ā'tĕr). One who flies an aeroplane; an aeroplane pilot. John is training to become an *aviator* in the R.C.A.F.

a ware' (*ə* wâr'). Awake to a fact; alert; conscious.

awk'ward (ôk'wĕrd). 1. Not skilful. He handles his tools in an *awkward* manner. 2. Clumsy; not graceful. What an *awkward* animal the elephant is! 3. Embarrassing; upsetting. It was an *awkward* moment.

band'age (băn'dĭj). 1. A strip of cloth, or other material, used to bind up an injury. 2. To bind up a cut or an injury. The doctor had better *bandage* your arm.

ban'quet (băng'kwĕt). 1. A big formal dinner with speeches. 2. A feast.

ba'sis (bā'sĭs). That upon which something is built; foundation.

bat'ter y (băt'ĕr ĭ). 1. Set of big guns. 2. Set of two or more cells connected for the purpose of producing electric current; as, *battery* of a car. 3. *Baseball.* The pitcher and catcher together. 4. *Law.* Unlawful beating or other bad treatment. He was fined for assault and *battery*.

be half' (bē häf'). 1. **In behalf of.** For; in the interest of. 2. Defence. We shall labour in his *behalf*.

be lief' (bē lēf'). 1. Faith. 2. Opinion. 3. Ideas about religion; as, the Christian *belief*.

ben'e fit (bĕn'ē fĭt). 1. Something for the good of a person or thing. 2. Help; aid. I am doing this for your *benefit*. 3. Entertainment to raise money for a cause. 4. To profit. We shall *benefit* by this good food.

bou quet' (bōō kā'). A bunch of flowers. Ann picked a *bouquet* of roses.

brief (brēf). 1. Short. 2. *Law.* A short summary of the points in a lawyer's case. The lawyer prepared his *brief* for the defence.

bril'liant (brĭl'yănt). 1. Very clever; having qualities which make one much admired. 2. Shining or sparkling brightly. 3. A diamond or other precious stone cut so as to sparkle with great brightness. The necklace had many a *brilliant*.

bul'le tin (bŏŏl'ĕ tĭn). 1. Small leaflet issued at times by a club, society, or a department of the government. 2. Statement to the public in a newspaper; as, an Associated Press *bulletin*.

bu'reau (bū'rō). 1. A chest of drawers for a bedroom, sometimes with a mirror. 2. A government department or office where a special business is carried on; as, *Bureau* of Mines.

bur'glar (bûr'glĕr). One who breaks into a house to steal something.

caf'e te'ri a (kăf'ē tēr'ĭ *ə*). An eating place where people serve themselves.

cam paign' (kăm pān'). 1. A course of action planned to bring about a certain result. 2. *Military usage.* A planned set of military activities forming a certain part of a war; as, a *campaign* in Egypt. 3. To take part in a drive for something. Women had to *campaign* for the vote.

ca'pa ble (kā'pə b'l). 1. Able to do many things. 2. Having fitness for. She is not *capable* of taking charge.

ca reer' (*kə* rēr'). 1. The course of progress of a person's life. 2. An occupation for which one needs special training. My sister has begun her nurse's *career*.

car'pen ter (kär'pĕn tĕr). Worker who puts up the wooden part of houses, ships, and so on.

cat'a logue (kăt'*ə* lŏg). Book containing a list of names, titles, or articles; as, a library *catalogue* or a mail-order *catalogue*.

cau'tion (kô'shŭn). 1. Great care. 2. To warn. You had better *caution* him not to drive so fast at night.

cease (sēs). To stop; to come to an end.

cel'er y (sĕl'ĕr ĭ). Plant, the long white stalk of which is used as a vegetable, either raw or cooked.

cen'tu ry (sĕn'tŭ rĭ). 1. One hundred years. 2. Period of one hundred years counting from the birth of Christ. We are now in the twentieth *century*.

ce're al (sēr'ē *əl*). 1. A grass-producing grain used for food, as wheat, rice, corn, oats, and so on. 2. Food made from grain, as oatmeal.

cer tif'i cate (sĕr tĭf'ĭ kĭt). A written or printed statement to show proof of a fact; as, birth *certificate*.

chair'man (châr'măn). One who takes charge of a meeting or committee. Ann is the *chairman* of the school citizen's club.

char'ac ter (kăr'ăk tĕr). 1. The nature and make-up of a person; all his thoughts, feelings, and acts. 2. A figure or letter. There are 26 *characters* in our alphabet. 3. Person in a play or story.

choir (kwīr). A group of persons singing together, especially in church.

cho'rus (kō'rŭs). 1. A company of singers, usually a larger group than a choir. 2. Group of singers and dancers in a musical comedy. 3. A repeated part of a song.

cir'cu la'tion (sûr'kū lā'shŭn). 1. The number of copies of a newspaper, magazine, and so on, sold within a certain time. 2. The moving of the blood through the body in a certain course. My *circulation* was poor.

clev'er (klĕv'ĕr). 1. Skilful in doing some special thing. 2. Having a quick, bright mind.

close'ly (klōs'lĭ). Carefully and tightly.

col lec'tion (kŏ lĕk'shŭn). 1. Bringing together a group of people or things. 2. Money gathered from a group of people; as, a church *collection*.

col'umn (kŏl'ŭm). 1. An up-and-down row of words or figures. 2. An upright support for a roof or balcony. 3. Something tall, straight, and narrow; as, the spinal *column*. 4. A long and straight row; as, a *column* of parading soldiers.

com'bi na'tion (kŏm'bĭ nā'shŭn). 1. Union; act of combining or joining together persons or things. 2. *Arithmetic.* Set into which numbers or figures may be grouped. 3. Certain way in which letters or numbers follow one another in the opening of a lock. I can't remember the *combination* of the safe.

com'ment (kŏm'ĕnt). 1. Remark. 2. To make remarks about. They often *comment* on your beautiful garden.

com'merce (kŏm'ûrs). Buying and selling on a large scale, especially between different countries or states.

com mer'cial (kŏ mûr'shăl). Having to do with business.

com mis'sion (kŏ mĭsh'ŭn). 1. The doing of business for another person; acting as an agent. 2. The business the agent does. 3. Pay given for carrying out a business deal. The agent took 10 per cent *commission*. 4. Paper that gives rank in the army or navy. My uncle received his *commission* as captain. 5. Group of persons chosen to perform certain duties. A water *commission* was appointed.

com mit' (kŏ mĭt'). 1. To do. The prisoner said that he did not *commit* the crime. 2. To preserve; as, to *commit* to memory. 3. To pledge oneself. I will not *commit* myself to any course until I know more about the matter.

com mit'ted (kŏ mĭt'ĕd). See **commit.**

com mit'tees (kŏ mĭt'ĭz). Groups of persons chosen to do some special things.

com mu'ni cate (kŏ mū'nĭ kāt). 1. To get in touch with; to converse. 2. To pass on by speaking or writing; as, to *communicate* information. 3. To be connected. The two rooms *communicate*.

com mu'ni ca'tion (kŏ mū'nĭ kā'shŭn). 1. Means of exchanging messages with another. 2. Touch; intercourse. Did you get into *communication* with your friend? 3. Message. I received a *communication* from my sister.

com mu'ni ty (kŏ mū'nĭ tĭ). People living in a certain district or town. In our *community* are several fine stores, a library, and two churches.

com pan'ion (kŏm păn'yŭn). 1. Comrade. Jane was my good *companion* on the journey. 2. To go with someone. Will you *companion* me on my walk?

com pare' (kŏm pâr'). 1. To observe how things differ and how they are alike. We will *compare* the two coats to see which is the better one. 2. *Grammar.* To give the positive, comparative, and superlative forms of adjectives and adverbs.

com par'i son (kŏm păr'ĭ sŭn). Pointing out how things differ and in what ways they are alike.

com'pass (kŭm'pəs). 1. An instrument which tells direction by a magnetic needle pointing north. It is a good idea to take a *compass* on a trip through the woods. 2. An enclosed space; limits. She passed her life within the *compass* of a small room. 3. An instrument used for drawing circles. 4. *Music.* Tones which a person can sing easily; range. The *compass* of her voice was small.

com pel' (kŏm pĕl'). 1. To force. The law *compels* you to attend school until you are sixteen. 2. To drive or urge. No one can *compel* him to do what he knows is wrong.

com pelled' (kŏm pĕld'). See **compel.**

com plaint' (kŏm plānt'). 1. Cause of sorrow or pain. 2. Finding fault. She expressed a *complaint* about the noise in the building. 3. Sickness; as, suffer from a *complaint*.

com plete'ly (kŏm plēt'lĭ). Entirely; altogether.

com'pli ment (kŏm'plĭ mĕnt). Something said or done to express praise or admiration.

com'po si'tion (kŏm'pŏ zĭsh'ŭn). 1. The result of putting together music, writing, painting, and so

on. 2. Things put together to make a whole. The *composition* of the salad was known only to the cook. 3. A piece of music.

con ceal' (kŏn sēl'). To hide.

con cern' (kŏn sûrn'). 1. State of being anxious. 2. To bother; to give time to. Don't *concern* yourself with petty affairs. 3. Business firm. The *concern* my father works for produces automobile supplies.

con clu'sion (kŏn klōō'zhŭn). 1. Judgment reached by putting reasons together. 2. End; as, *conclusion* of a day. 3. Summing up of main points; as, *conclusion* of an address.

con'fi dence (kŏn'fĭ dĕns). 1. Trust. 2. Sureness; boldness; as, to speak with *confidence*. 3. Faith in another's loyalty. She told me that in *confidence*.

con'fi dent (kŏn'fĭ dĕnt). Sure.

con nec'tion (kŏ nĕk'shŭn). Joining one thing to another.

con sent' (kŏn sĕnt'). 1. To agree. 2. Approval. We got the *consent* of our teachers before we formed the club.

con'ser va'tion (kŏn'sĕr vā'shŭn). Saving; preserving.

con sid'er able (kŏn sĭd'ĕr *a* b'l). Much; large in extent.

con sid'er a'tion (kŏn sĭd'ĕr ā'shŭn). 1. Long and careful thought. 2. Thoughtfulness of others. He had no *consideration* for his help.

con sid'ered (kŏn sĭd'ĕrd). 1. Believed. Father *considered* our excuse a poor one. 2. Thought over in order to decide. The man *considered* the idea for a long time. 3. Took into account; was careful of. We *considered* her feelings.

con'stant (kŏn'stănt). Going on all the time.

con'stant ly (kŏn'stănt lĭ). All the time; continually.

con struc'tion (kŏn strŭk'shŭn). 1. Building. 2. *Grammar.* The way words are arranged in a sentence. 3. Manner in which a building is put up. The *construction* called for steel girders. 4. Putting a thing together. The *construction* of the plan was left to the architect.

con sult' (kŏn sŭlt'). 1. To talk things over. 2. To seek advice or information; as, to *consult* a doctor, to *consult* a dictionary.

con'tact (kŏn'tăkt). 1. Touching; meeting. 2. To bring together; to touch.

con tract' (kŏn trăkt'). 1. To get; to catch. 2. To grow smaller; to shrink. That door will *contract* when winter comes.

con'tract (kŏn'trăkt). Written agreement; as, to sign a *contract*.

con trolled' (kŏn trōld'). 1. Held in check. 2. Ruled over.

con ven'ience (kŏn vēn'yĕns). 1. Something that helps. 2. A suitable time. Come at your *convenience*.

con ven'ient (kŏn vēn'yĕnt). Easy to get at; suitable.

con vinced' (kŏn vĭnst'). Made sure of something. After a long argument, he was *convinced* that I was right.

co-op'er a'tion (kō ŏp'ĕr ā'shŭn). 1. Willingness in working together. 2. Working together for the benefit of each and all concerned.

cor'dial ly (kôr'jăl lĭ). With warm friendliness; as, *cordially* yours.

cor rect'ly (kŏ rĕkt'lĭ). Rightly; exactly.

cour'te sy (kûr'tĕ sĭ). Politeness.

cre ate' (krē āt'). 1. To make; to bring into being. 2. To produce an effect. That dress will *create* a sensation. 3. To produce a work of art. Every generation will *create* its own style of art.

cred'it (krĕd'ĭt). 1. Honour. 2. To believe; as, to *credit* a tale. 3. Source of honour. He was a *credit* to his family. 4. Faith that a person will pay later; as, buy on *credit*. 5. To record a payment of money or goods. Please *credit* me with two pairs of shoes.

crip'ple (krĭp''l). 1. To injure so as to deprive of the use of a leg or arm (or wing). 2. To hurt; to harm; to weaken. Don't *cripple* our cause by disputing.

crit'i cism (krĭt'ĭ sĭz'm). 1. Examination to find good and bad points. I should like your *criticism* of this book. 2. Blame; unfavourable opinion. Her *criticism* was unjust.

crit'i cize (krĭt'ĭ sīz). 1. To examine with the idea of picking out good and bad points. 2. To blame; to find fault with; as, to *criticize* one's speech.

cul'ti vate (kŭl'tĭ vāt). 1. To plough and plant so as to produce crops. 2. To loosen the soil around growing plants. I must *cultivate* my roses. 3. To give care to improving oneself. Try to *cultivate* poise.

cure (kūr). 1. Method of healing disease. 2. To make well. 3. To preserve by drying or salting.

cush'ion (kŏŏsh'ŭn). 1. Something serving as a pad. 2. Soft pillow.

cus'tom ar'y (kŭs'tŭm ĕr'ĭ). Usual. He led the singing in his *customary* manner.

cus'tom er (kŭs'tŭm ĕr). 1. Buyer. 2. One who buys regularly at the same store; as, a steady *customer*.

deal'er (dēl'ĕr). 1. One who buys and sells; an agent. 2. In a game, the one who divides the cards among a number of people.

de bate' (dē bāt'). 1. Discussion. 2. To give reasons for and against. The boys were always ready to *debate* the question.

de cay' (dē kā'). 1. Rot. 2. To become rotten. 3. To pass from a sound state to a poor one. Teeth *decay*.

de cline' (dē klīn'). 1. Growing less in strength or number. 2. To refuse. 3. To grow less in power. Day by day her strength seemed to *decline*. 4. A downhill slope.

de crease' (dē krēs'). To make less.

de fence' (dē fĕns'). 1. Means of protecting. 2. *Law.* The plea of the person who is defending himself.

def'i nite (dĕf'ĭ nĭt). 1. Clear; precise. 2. Having exact limits; as, setting a *definite* time.

de gree' (dē grē'). 1. Amount; extent. 2. Unit to measure temperature. 3. *Arithmetic.* A degree is one 360th of the circumference of a circle. 4. Rank or title given in college. **Degrees.** Steps or stages. By *degrees* the dogs became quiet.

de layed' (dē lād'). 1. Was held up; made late. The train was *delayed*. 2. Put off until a later time. He *delayed* his departure.

del'i cate (dĕl'ĭ kĭt). 1. Tender; needing careful handling. 2. Fragile; thin; as, *delicate* china. 3. Easily upset, hurt, or made ill. My sister is in *delicate* health. 4. Pleasing by its fineness; as, *delicate* perfume.

de li'cious (dē lĭsh'ŭs). Highly pleasing to the taste or smell.

de light'ful (dē līt'fo͝ol). Very pleasing.

de liv'ered (dē lĭv'ĕrd). 1. Carried from one place and given out in another. 2. Set free. Moses was *delivered* out of the land of bondage. 3. Set forth in words. He *delivered* a fine speech.

de liv'er y (dē lĭv'ĕr ĭ). 1. Carrying from one place and giving out in another. 2. Way of speaking. His *delivery* was good.

dem'o crat'ic (dĕm'ō krăt'ĭk). 1. Treating all people as equals. The Mayor of our city has a *democratic* manner toward all people. 2. Having to do with democracy. Here in Canada we have a *democratic* form of government.

den'tist (dĕn'tĭst). A person who treats the teeth.

de part'ment (dē pärt'mĕnt). 1. Part into which a business or government is divided. 2. A government office; as, *Department* of Trade and Commerce.

de pos'it (dē pŏz'ĭt). 1. Mud or sand left by a stream. 2. To put away for safekeeping; as, *deposit* money in a bank. 3. To lay down; as, to *deposit* a bag.

depth (dĕpth). 1. Distance down. 2. Middle part of something; as, *depth* of a forest, *depth* of night. 3. Deepness; profoundness. He had a mind of great *depth*.

de scrip'tion (dē skrĭp'shŭn). An account; telling all about something.

de serve' (dē zûrv'). To have a right to; to be worthy of.

de stroyed' (dē stroid'). 1. Ruined. The whole town was *destroyed*. 2. Put out of existence. The bandit *destroyed* the pearls.

de ter'mine (dē tûr'mĭn). 1. To make up one's mind firmly; to resolve. 2. To find out about. We must *determine* what she's like. 3. To decide beforehand after much thought and study. Let us *determine* what stand to take.

de vel'op ment (dē vĕl'ŭp mĕnt). 1. Expanding; perfecting. 2. Mental or physical growth. The child was at a difficult stage of *development*. 3. Full use. The *development* of our water power has not been attempted.

dic'tion ar'y (dĭk'shŭn ĕr'ĭ). A book listing alphabetically the words of a language, together with their meanings.

di'et (dī'ĕt). 1. What a person usually eats and drinks. 2. Special food eaten for a purpose; as, a milk *diet*.

dif'fi cul ties (dĭf'ĭ kŭl tĭz). Troubles; hard things to overcome.

dif'fi cul ty (dĭf'ĭ kŭl tĭ). Something hard to overcome. See also **difficulties**.

di rect'ed (dĭ rĕkt'ĕd). 1. Commanded; led. 2. Told how to get somewhere. I *directed* the man to the post office. 3. Aimed. We *directed* the canoe toward the shore. 4. Put the address on a letter. Was your letter *directed* correctly?

di rect'ly (dĭ rĕkt'lĭ). 1. In a straightforward manner. 2. At once.

di rec'tor (dĭ rĕk'tĕr). One who leads or directs.

dis'a gree'a ble (dĭs'ă grē'ă b'l). Unpleasant; not agreeable.

dis'ap point'ment (dĭs'ă point'mĕnt). Failure of some hope.

dis as'ter (dĭ zăs'tĕr). 1. Terrible happening. 2. Sudden dreadful event, as a shipwreck, fire, or earthquake.

dis cour'age (dĭs kûr'ĭj). 1. To destroy one's hopes. 2. To try to prevent. I shall *discourage* his coming to the house.

dis cov'er y (dĭs kŭv'ĕr ĭ). Something found out for the first time.

dis cuss' (dĭs kŭs'). To talk over freely.

dis cus'sion (dĭs kŭsh'ŭn). Talk for and against a thing.

dis gust' (dĭs gŭst'). Strong dislike.

dis patch' (dĭs păch'). 1. Important message or special news. 2. To send off quickly; as, to *dispatch* a boy.

dis played' (dĭs plād'). 1. Showed. 2. Spread out to attract attention. The jeweller *displayed* his wares.

dis pose' (dĭs pōz'). To get rid of by selling or giving away.
dis tinct' (dĭs tĭngkt'). 1. Definite; easy to be seen. 2. Separate from each other. Three *distinct* times I caught him in lies.
dis tin'guish (dĭs tĭng'gwĭsh). 1. To make outstanding or famous. 2. To see. I *distinguish* a light between the trees. 3. To set apart from others. 4. To perceive because of some special quality a thing has. I can *distinguish* between the high and low tones of music.
dis trib'ute (dĭs trĭb'ût). 1. To give out to a number of people. 2. To scatter. Don't *distribute* your clothes all over the room.
do mes'tic (dō mĕs'tĭk). 1. Household; of the home or family. 2. Of one's own country. Our trade is both foreign and *domestic*. 3. A servant who works in the home.
doubt'less (dout'lĕs). Without doubt.
draft'ing (drăft'ĭng). Drawing of plans, maps, and so on.
dread'ful (drĕd'fo͝ol). Terrible; frightful.

ear'nest (ûr'nĕst). 1. With serious purpose; intense. 2. Serious, important; as, an *earnest* plea. 3. *Law.* Something given to bind a bargain. He gave me $50 as *earnest* for the property.
ed'i tor (ĕd'ĭ tẽr). 1. Person in charge of a magazine or newspaper. 2. One who corrects and revises copy to be printed.
ef fec'tive (ĕ fĕk'tĭv). Able to get results.
e lect'ed (ē lĕkt'ĕd). 1. Chosen; selected. He has *elected* the business course. 2. Chose for office. We *elected* Charles for our class president.
e lec'tri cal (ē lĕk'trĭ kăl). 1. Moved or run by electricity. 2. Exciting; thrilling. The very air was *electrical*.
e lec'tric'i ty (ē lĕk'trĭs'ĭ tĭ). Unseen source of energy in nature.
el'e va'tor (ĕl'ē vā'tẽr). 1. Building for storing grain. 2. We rode to the eighth floor on the *elevator*.
else'where (ĕls'hwâr). In other places; somewhere else. Look *elsewhere* for your books.
em ploy' (ĕm ploi'). 1. To use. 2. To hire for work. The department stores *employ* many extra people at Christmas time.
em'ploy ee' (ĕm'ploi ē'). Person who works for another.
en dure' (ĕn dūr'). 1. To last; to keep on. 2. To bear; as, to *endure* pain.
en'er gy (ĕn'ẽr jĭ). 1. Force; power. 2. Vigour. The boy was full of *energy*.
en gage' (ĕn gāj'). 1. To take part in. 2. To hire; as, to *engage* workers. 3. To speak for beforehand; as, to *engage* rooms. 4. To promise. They *engage* to bring us eggs every week. 5. To fight with. The general chose to *engage* the enemy on the plain. 6. To be busy with. He decided to *engage* in the hardware business.
e nor'mous (ē nôr'mŭs). Very, very large; huge.
en'ter tain'ment (ĕn'tẽr tān'mĕnt). 1. Something that pleases and amuses. Our class gives an *entertainment* every Friday. 2. Providing for guests. We shall supply *entertainment* for six people this week end. 3. Recreation. I go to the movies for *entertainment* and rest.
en tire'ly (ĕn tīr'lĭ). Wholly.
en ti'tled (ĕn tī'tld). Having the right to; worthy of.
en'vy (ĕn'vĭ). 1. Discontent because others have more than oneself. 2. Person or thing envied. John is the *envy* of his friends. 3. To feel discontented because someone has more than oneself. I *envy* you your fur coat.
ep'i dem'ic (ĕp'ĭ dĕm'ĭk). Swift spreading of a disease.
e'qual ly (ē'kwăl ĭ). In the same way or to the same degree.
e quip'ment (ē kwĭp'mĕnt). Outfit; supplies and furnishings.
e ro'sion (ē rō'zhŭn). Wearing away; as, *erosion* of a hill.
es tab'lish (ĕs tăb'lĭsh). 1. To set up firmly; to fix. 2. To found; as, to *establish* a colony. 3. To prove; as, to *establish* the truths of science.
es tab'lished (ĕs tăb'lĭsht). See **establish.**
es'ti mate (ĕs'tĭ māt). 1. To judge as to value. 2. To figure as to cost or size; as, to *estimate* the number of shingles on a roof.
e'vil (ē'v'l). Bad; harmful; wicked.
ex am'ine (ĕg zăm'ĭn). 1. To look at closely; to test. 2. To question in order to find out the ability or fitness of anything.
ex cep'tion (ĕk sĕp'shŭn). 1. Something left out. 2. To object to something. She took *exception* to the meals.
ex cess' (ĕk sĕs'). 1. Extra; more than needed. 2. Going beyond what is necessary or proper. The boy eats to *excess*.
ex cite'ment (ĕk sīt'mĕnt). State of being stirred up or thrilled.
ex cur'sion (ĕks kûr'zhŭn). Short trip taken for pleasure. We are going on an *excursion* to the White Mountains this week end.
ex haust'ed (ĕg zôst'ĕd). 1. Used up; ended. 2. Tired out. We felt *exhausted* after the long trip.
ex pand' (ĕks pănd'). 1. To increase; to grow larger. 2. To spread out. *Expand* your chest. 3. To work out fully; to give in detail. Can't you *expand* the idea?
ex pen'sive (ĕks pĕn'sĭv). Costly.
ex pe'ri ence (ĕks pēr'ĭ ĕns). 1. Something that happens to a person. 2. Knowledge gained by living. He is a man of *experience*.
ex per'i ment (ĕks pĕr'ĭ mĕnt). 1. To try to discover or prove something. 2. The process of proving or testing something.
ex pert' (ĕks pûrt'). Skilful.
ex'pert (ĕks'pûrt). A person who has special knowledge about a subject.
ex'pla na'tion (ĕks'plă nā'shŭn). Clearing up something hard to understand; the act of explaining.
ex port' (ĕks pōrt'). To send out of a country for sale in another.
ex'port (ĕks'pōrt). Something sent out of a country and sold in another country.
ex pres'sion (ĕks prĕsh'ŭn). 1. Form of words or phrases; the way a person says something. 2. A look. The dog has a sad *expression* on his face. 3. Putting ideas into words. The leader asked for an *expression* of opinion. 4. "Let George do it" is a common *expression*.
ex tent' (ĕks tĕnt'). Degree; size; amount.
ex treme' (ĕks trēm'). 1. Very great. 2. Farthest; as, the *extreme* left. 3. Carried beyond the usual or normal. His opinions were *extreme*.
ex treme'ly (ĕks trēm'lĭ). In an extreme manner. See also **extreme.**

fac'tor (făk'tẽr). 1. One of the causes which help to produce a result. 2. *Arithmetic.* A *factor* of 56 is 7. The least common *factor* of 21 and 54 is 3.
fac'ul ty (făk'ŭl tĭ). 1. Ability to do some special thing. 2. The group of teachers in a school or college. 3. Natural gift or power; as, a *faculty* for getting along with people. 4. A physical power; as, *faculty* of speech.
fa mil'iar (fă mĭl'yẽr). 1. Well acquainted. 2. Known to all; as, a *familiar* tune.
fate (fāt). 1. Lot; fortune. 2. A power believed to decide what will happen. We never know what *fate* holds in store for us. 3. End. The princess met a sad *fate*.
fa'vour (fā'vẽr). 1. Strong liking; regard. 2. Kindness. He was grateful to us for the *favour*. 3. Small gift. Alice brought home the *favour* she was given at the party. 4. To prefer. I *favour* a democratic government. 5. To look like. Does she *favour* her mother or her father? 6. Siding with. I am in *favour* of the idea.
fa'vour a ble (fā'vẽr ă b'l). 1. Helpful; that which favours or assists. 2. Pleasing; regarded highly.
fa'vour a bly (fā'vẽr ă b'lĭ). 1. With advantages; in a favourable way. 2. Pleasantly; as, to be *favourably* impressed.
fea'ture (fē'tûr). 1. An important or special part of something. 2. Part of the face; as, nose, eyes, mouth, and so on.
fed'er al (fĕd'ẽr ăl). Of a nation made up of several smaller states or provinces. Canada has a *federal* government.
fer'tile (fûr'tĭl). 1. Producing crops easily. 2. Able to produce easily. She has a *fertile* imagination.
firm (fûrm). 1. Strong; not to be shaken. 2. Solid; as, *firm* ground. 3. Decided; as, a *firm* voice. 4. Two or more persons in business together.
for'mal (fôr'măl). 1. Fixed by custom and use; unchanging. 2. Stiff; as, a *formal* manner. 3. Following a certain custom or form; as, *formal* (or full evening) dress.
for'mer ly (fôr'mẽr lĭ). In times past.
for'tu nate (fôr'tŭ nĭt). 1. Lucky. 2. Bringing a happy outcome. It was a *fortunate* ending.
foun da'tion (foun dā'shŭn). 1. Base upon which something rests or is begun. 2. Support.
fre'quent (frē'kwĕnt). Happening often.
fre quent' (frē kwĕnt'). To visit often. The man was known to *frequent* these parts.
fre'quent ly (frē'kwĕnt lĭ). Often. We visit the museum *frequently*.
friend'ship (frĕnd'shĭp). Warm liking; being friends.
fu'el (fū'ĕl). Anything that can be burned for heat.
fu'ri ous (fū'rĭ ŭs). 1. Filled with fierce anger. 2. Violent; as, a *furious* attack.
fur'nished (fûr'nĭsht). 1. Fitted out with what is needed. My aunt *furnished* the house richly. 2. Supplied. Father *furnished* the money for the trip.
fur'ther (fûr'thẽr). 1. Still more. 2. To help on; as, to *further* a plan.

gen'er ous (jĕn'ẽr ŭs). Willing to give freely.
gen'ius (jēn'yŭs). 1. Very great natural power. 2. A person having great natural powers of mind.
gen'u ine (jĕn'ū ĭn). Real; true.
glid'er (glĭd'ẽr). An aeroplane without an engine, depending on air currents for movement.
glo'ri ous (glō'rĭ ŭs). 1. Extremely bright; splendid. 2. Worthy of glory and honour; as, the *glorious* deeds of heroes.
grad'u al ly (grăd'ū ăl ĭ). Little by little.
grate'ful (grāt'fo͝ol). Thankful.
grief (grēf). Deep sorrow.
guar'an tee' (găr'ăn tē'). 1. To secure. 2. To promise to replace

goods if they are not as described. We *guarantee* the watch for a year. 3. To answer for the debt of another. A friend will *guarantee* his tuition.

gym na'si um (jĭm nā'zĭ ŭm). Place fitted up for carrying on bodily exercises and athletics.

hap'pi ness (hăp'ĭ nĕs). Gladness.

hence (hĕns). 1. As a result of this; therefore. 2. From here; away. "Go *hence*!" said the prophet.

here aft'er (hēr ăf'tẽr). 1. From now on. 2. Time after death.

hes'i tate (hĕz'ĭ tāt). 1. To be uncertain about whether to do a thing or not. 2. To stop a moment. The speaker appeared to *hesitate*; then hurried on.

high'ly (hī'lĭ). 1. In an advanced way; lifted up to a great degree. 2. Strongly; as, *highly* seasoned meat.

hoarse (hōrs). Sounding rough and harsh.

hon'est ly (ŏn'ĕst lĭ). Fairly; uprightly; in an honest manner.

hon'es ty (ŏn'ĕs tĭ). Truthfulness.

ho ri'zon (hŏ rī'z'n). Line where the earth seems to meet the sky.

house'hold (hous'hōld). Home and its affairs.

hu'man (hū'măn). 1. Having to do with people. 2. Like a man. The figure had a *human* shape.

hum'ble (hŭm'b'l). 1. Lowly. 2. Not proud; meek; as, a *humble* attitude. 3. Very simple. Enter our *humble* dwelling.

hy'giene (hī'jēn). Study of the means of keeping well. We should follow the rules of *hygiene*.

i de'al (ī dē'ăl). 1. Perfect. 2. Idea of perfection toward which a person aims. She is a girl with an *ideal*.

ig'no rant (ĭg'nŏ rănt). 1. Not knowing. 2. Not educated; as, an *ignorant* person.

il'lus trate (ĭl'ŭs trāt). 1. To show by an example. 2. To decorate with pictures; as, to *illustrate* a book.

im me'di ate (ĭ mē'dĭ ĭt). 1. At once. 2. Direct; as, an *immediate* cause.

im me'di ate ly (ĭ mē'dĭ ĭt lĭ). At once; directly.

im mense' (ĭ mĕns'). Huge; vast.

im'mi grant (ĭm'ĭ grănt). Person from a foreign country coming into another country to live.

im pa'tient (ĭm pā'shĕnt). Easily disturbed; fretful because of delay.

im port' (ĭm pōrt'). To bring something into a country from a foreign land.

im'port (ĭm'pōrt). 1. An article brought into a country from without. 2. Meaning. What was the *import* of that look?

im por'tance (ĭm pôr'tăns). 1. Value. 2. Weight; necessity. He had matters of *importance* to attend to.

im pres'sion (ĭm prĕsh'ŭn). 1. Effect produced; idea or opinion given. What *impression* did the speech make upon you? 2. Mark; stamp. We saw the *impression* of his feet on the sand.

im prove'ment (ĭm prōōv'mĕnt). 1. Making a better condition. 2. Something adding value; as, *improvement* on a house.

in clud'ing (ĭn klōōd'ĭng). 1. Taking in as a part of a whole. 2. Containing. Their land is broad, *including* rich pastures.

in'come (ĭn'kŭm). Money that comes in from labour, business, or investments.

in creas'ing (ĭn krēs'ĭng). 1. Growing. 2. Growing larger in numbers. His family was *increasing*.

in'di cate (ĭn'dĭ kāt). Point out; show.

in dus'tri ous (ĭn dŭs'trĭ ŭs). Always busy; hard-working.

in'flu ence (ĭn'flōō ĕns). 1. Power to affect others. 2. To change by using influence. Do not let anyone *influence* you to do what you think is wrong.

in formed' (ĭn fôrmd'). Supplied with knowledge.

in quire' (ĭn kwīr'). To ask.

in spec'tion (ĭn spĕk'shŭn). Looking over to find errors.

in'stance (ĭn'stăns). 1. Occasion. 2. Case or example. Please give me an *instance* to prove that you are right.

in'sti tute (ĭn'stĭ tūt). 1. To begin; to set up. 2. A tea was given at the Art *Institute*.

in struct' (ĭn strŭkt'). 1. To teach. 2. To direct. We shall *instruct* him to take the next plane.

in struc'tion (ĭn strŭk'shŭn). 1. Teaching. We shall receive *instruction* from our teacher. 2. Directions; commands. What *instruction* did the officer leave?

in'stru ment (ĭn'strōō mĕnt). 1. Tool. 2. Means by which musical sound is produced; as, a wind *instrument*.

in'ter fere' (ĭn'tẽr fēr'). 1. To go against; to hinder. 2. To meddle or take part unasked in the affairs of others.

in'tro duce' (ĭn'trō dūs'). 1. To put in. 2. To make acquainted. 3. To present; as, to *introduce* a motion. 4. To bring into use; as, to *introduce* a fashion.

in ven'tor (ĭn vĕn'tẽr). Person who makes something new.

in ves'ti gate (ĭn vĕs'tĭ gāt). To look carefully and thoroughly into.

in vest'ment (ĭn vĕst'mĕnt). 1. Something that will yield profit in the future. 2. Laying out of money; as, a wise *investment*.

ir'ri gate (ĭr'ĭ gāt). To supply dry land with water by means of streams, canals, pipes, and so on.

ir'ri ga'tion (ĭr'ĭ gā'shŭn). Bringing water to dry land by means of ditches, canals, and so on.

is'sue (ĭsh'ū). 1. To print and circulate. 2. To come out. Water was said to *issue* from the rock. 3. To give out officially; as, to *issue* a statement.

i'tem (ī'tĕm). 1. An article in a group. 2. A piece of news. 3. Separate detail in an account or list. Meat and fish were *items* on the bill.

jack'et (jăk'ĕt). 1. A short coat. The *jacket* that goes with my suit is too tight for me. 2. Outer casing through which water is passed to keep temperature even; as, water *jacket* of an engine.

jan'i tor (jăn'ĭ tẽr). One who has care of buildings. Our school *janitor* keeps our classrooms clean and neat.

jour'nal (jûr'năl). 1. Newspaper or magazine. 2. A diary or record of events.

judg'ment (jŭj'mĕnt). 1. Ability to decide wisely. 2. *Law.* Giving a formal decision; as, to pronounce *judgment* on the criminal.

jus'ti fied (jŭs'tĭ fīd). Having reasons that prove one is right.

jus'ti fy (jŭs'tĭ fī). To prove one is right. See also **justified.**

king'dom (kĭng'dŭm). 1. Region. 2. Country under the rule of a king or queen. 3. A classification. Salt belongs to the mineral *kingdom*.

lab'o ra to'ry (lăb'ŏ rȧ tō'rĭ). Place where tests and experiments are made.

laun'dry (lôn'drĭ). 1. Place where clothes are washed and ironed. 2. Clothes sent to be washed.

le'gal (lē'găl). Permitted by law.

lei'sure (lē'zhẽr). Free; not busy; time not filled with work.

lib'er al (lĭb'ẽr ăl). 1. Broad in mind; not narrow. 2. Free; generous; as, *liberal* with his money. 3. As befitting a man who is free; as, a *liberal* education.

li'cence (lī'sĕns). 1. A paper giving the holder permission to do something. Last week I passed the test for my driver's *licence*. 2. Too great liberty. He uses too much *licence* in his actions. 3. Writer's irregularity in grammar, metre, etc.

lim'it (lĭm'ĭt). 1. Farthest point to which a thing or person may go. 2. To set a limit. Her father means to *limit* her allowance.

lim'it ed (lĭm'ĭ tĕd). See **limit.**

lit'er ar'y (lĭt'ẽr ẽr'ĭ). Connected with the study and writing of books and literature.

lo ca'tion (lō kā'shŭn). Place where something is.

loss (lŏs). 1. Waste. 2. Parting with something of value. Anne was sad because of the *loss* of her dog. 3. Failure to keep; as, *loss* of one's health. 4. Defeat. The *loss* of one game did not discourage us.

lunch'eon (lŭn'chŭn). 1. Light meal in the middle of the day. 2. Any light meal between the three regular meals.

ma chin'er y (mȧ shēn'ẽr ĭ). 1. Machines. 2. Parts of machines. *Machinery* must be kept free from grit.

mag'a zine' (măg'ȧ zēn'). 1. A publication which comes out weekly or monthly. 2. Place where powder, guns, and so on are stored. 3. Chamber for cartridges in a gun or rifle.

mag'ic (măj'ĭk). 1. Something startling which appears to be produced by unseen means. 2. Making things happen in secret ways. As if by *magic*, a rabbit jumped from the hat.

main tain' (mān tān'). 1. To keep up. 2. To hold strongly; as, to *maintain* an opinion. 3. To support. He earns enough to *maintain* his family.

ma jor'i ty (mȧ jŏr'ĭ tĭ). A greater number.

man'age ment (măn'ĭj mĕnt). 1. Ability to direct skilfully. 2. Head of a business. The *management* put in new heating.

mean'time' (mēn'tīm'). Time between.

med'i cal (mĕd'ĭ kăl). Having to do with healing disease.

men'tal (mĕn'tăl). Of the mind.

mere (mēr). Only this and nothing else.

midst (mĭdst). 1. The middle of. 2. **In the midst of.** Surrounded by.

mild (mīld). 1. Gentle; moderate. 2. Warm; not severe; as, *mild* weather. 3. Soft, sweet; not sharp; as, *mild* cheese.

mir'ror (mĭr'ẽr). A looking glass, or any surface which reflects an image. The pool was a *mirror* for the trees and sky above it.

mis'sion ar'y (mĭsh'ŭn ẽr'ĭ). One who teaches religion to people in foreign lands. Our minister has gone as a *missionary* to Africa.

mis spell' (mĭs spĕl'). To spell wrongly.

mod'er ate (mŏd'ẽr ĭt). Not too little, not too much.

mod'er ate (mŏd'ẽr āt). To become milder. The weather usually *moderates* toward noon.

mod'est (mŏd'ĕst). 1. Not having too high an opinion of oneself. 2. Shy; proper; as, a *modest* girl. 3. Not great; as, a *modest* income.

mois'ture (mois'tûr). Wetness.

mon'o plane (mŏn'ō plān). An aeroplane with a single set of wings.
mos qui'to (mŭs kē'tō). Small thin insect whose bite causes itching.
mus'cles (mŭs"lz). The parts of the body which produce motion. The *muscles* of my arm are lame.
mu'si cal (mū'zĭ kăl). 1. Of or relating to music. 2. Liking and understanding music. Helen was very *musical*. 3. Pleasant sounding. She has a *musical* voice.
mu si'cian (mū zĭsh'ăn). A person who sings, plays, or writes music.
mys'ter y (mĭs'tĕr ĭ). Something not explained or understood.

nat'u ral ly (năt'ū răl ĭ). 1. Of course. 2. By nature. The girl was *naturally* kind-hearted.
ne ces'si ty (nē sĕs'ĭ tĭ). Need. Something one cannot get on without.
nerv'ous (nûr'vŭs). Easily excited or upset.
nev'er the less' (nĕv'ĕr thē lĕs'). Yet; however; in spite of that.
no'ble (nō'b'l). 1. Great in heart and mind. Lincoln had a *noble* character. 2. One high in rank, birth, or title.
non'sense (nŏn'sĕns). Foolish ways of talking or acting.
nor'mal (nôr'măl). 1. Usual; natural. 2. Of medium brightness; as, a *normal* child.
no'tion (nō'shŭn). 1. Belief. 2. General idea. I had no *notion* of his plans.
nu'mer ous (nū'mĕr ŭs). Very many.

o be'di ent (ō bē'dĭ ĕnt). 1. Willing to follow. 2. Doing what one is told; as, an *obedient* child.
ob jec'tion (ŏb jĕk'shŭn). Talking or acting against something.
o bliged' (ō blījd'). 1. Forced. 2. Helped out; as, *obliged* a friend.
ob serve' (ŏb zûrv'). 1. To practise. 2. To watch; to notice. 3. To celebrate a special occasion.
oc ca'sion (ŏ kā'zhŭn). 1. Time of happening; occurrence. 2. Event; as, a great *occasion*. 3. Cause. We do not know what would *occasion* a mistake of that kind.
oc'cu pa'tion (ok'ū pā'shŭn). 1. Business. 2. Living in or owning. Our new house will be ready for *occupation* in January.
oc'cu pied (ŏk'ū pīd). 1. Lived in. 2. Filled; as, *occupied* one's time.
oc cur' (ŏ kûr'). 1. To take place. At what time did the accident *occur*? 2. To come into mind. An idea will no doubt *occur* to me. 3. Are found; appear. Many wild flowers of unusual kinds and colours *occur* in this region.
oc curred' (ŏ kûrd'). See **occur.**
of fi'cial (ŏ fĭsh'ăl). 1. Approved by someone in power. 2. Having to do with an office; as, *official* dress. 3. Person who holds a public position; as, government *official*.
op'er a (ŏp'ĕr ă). 1. Art of musical drama. 2. Play in which actors sing their parts.
op'er ate (ŏp'ĕr āt). 1. To manage; to conduct. 2. To start or run; as, to *operate* a car. 3. The doctor decided to *operate* at once.
op'er at'ed (ŏp'ĕr āt'ĕd). Managed. See also **operate.**
op'er a'tion (ŏp'ĕr ā'shŭn). 1. Way in which something works. 2. *Arithmetic.* Addition, subtraction, division, and other work with figures. 3. Means by which doctors restore health to the human body, usually by cutting and use of instruments.
op'por tu'ni ty (ŏp'ŏr tū'nĭ tĭ). Chance.
op pose' (ŏ pōz'). 1. To fight against; to resist. 2. To raise ideas against. I don't understand why you *oppose* my plan for raising money.
op'po si'tion (ŏp'ō zĭsh'ŭn). Fighting or feeling against something. There was great *opposition* to the plan.
or'ches tra (ôr'kĕs trȧ). 1. Group playing as a form of musical art. 2. A group of players on various musical instruments. 3. A front part of the main floor in a theatre.
or'di nar'y (ôr'dĭ nĕr'ĭ). 1. Common. 2. Usual; as, the *ordinary* fee. 3. Not very good; as, an *ordinary* quality of goods.
or'gan ize (ôr'găn īz). 1. To gather separate things or people into a working order. 2. To arrange in special order; as, to *organize* one's notes.
or'gan ized (ôr'găn īzd). Arranged in order. See also **organize.**
o rig'i nal (ō rĭj'ĭ năl). 1. Able to think up new things. 2. Earliest; first; as, *original* cause of something. 3. New; as, *original* idea.
oth'er wise' (ŭth'ĕr wīz'). 1. If that were not so. 2. Differently. 3. In other ways. *Otherwise*, she is very pretty.
oys'ter (ois'tĕr). Soft gray shellfish, with shell in two parts.

pam'phlet (păm'flĕt). Small paper book.
par'a chute (păr'ȧ shōōt). A sort of umbrella used to descend safely from an aeroplane.
par tic'u lar (pĕr tĭk'ū lĕr). 1. Special; as apart from others. 2. Individual; separate from the rest. 3. Careful about details. 4. Wanting things just right; as, *particular* about one's food.
part'ners (pärt'nĕrz). 1. Members of a firm. Mr. Smith and Mr. Taylor have been *partners* in their company for a long time. 2. Two people who dance or play together. All the boys chose *partners* for a grand march.
pat'ent (păt'ĕnt). 1. Paper from the government allowing the holder the sole right to make or sell something he has invented. 2. To apply for and receive such a paper from the government; as, to *patent* an invention.
pe cul'iar (pē kūl'yĕr). Odd; queer.
per cent (pĕr sĕnt). 1. Amount or number measured by hundreds. 2. A interest of six *per cent* means six cents out of every dollar.
per'fect ly (pûr'fĕkt lĭ). 1. Without error or fault; in an exact manner. 2. Completely; wholly. The apple is *perfectly* sound.
per formed' (pĕr fôrmd'). 1. Did. 2. Carried out; as, *performed* a duty. 3. Did an act requiring special skill; acted on the stage, played or sang.
per mit'ted (pĕr mĭt'ĕd). Allowed to happen. The teacher *permitted* us to talk in low voices.
per'son al (pûr'sŭn ăl). 1. Of oneself and no one else; as, *personal* affairs. 2. Belonging to the body or mind; as, one's *personal* appearance. 3. Referring to a person in a slighting way; as, *personal* remarks. 4. *Grammar. She* is a *personal* pronoun.
per'son al ly (pûr'sŭn ăl ĭ). 1. By oneself; not helped by others. 2. In person. I shall call on him *personally*.
pho'to graph (fō'tō graf). Picture made with a camera; a likeness.
phys'i cal (fĭz'ĭ kăl). Of the body.
pierce (pērs). To make a hole in; to prick.
pol'i cy (pŏl'ĭ sĭ). 1. Plan; course of action. 2. Written agreement with an insurance company.
pop'u lar (pŏp'ū lĕr). 1. Pleasing to many people. 2. Of and for the common people; as, *popular* vote. 3. Easy for average person to understand; common; as, *popular* music.
por'tion (pōr'shŭn). 1. Part. 2. Share. The father gave him his *portion* of the money.
pos'i tive (pŏz'ĭ tĭv). 1. Firm; definite. 2. Sure. I am *positive* that I saw a light in the distance. 3. When glass is rubbed with silk, *positive* electricity is formed.
post pone' (pōst pōn'). To put off until a later time.
poul'try (pōl'trĭ). Domestic birds, such as chickens and ducks.
pov'er ty (pŏv'ĕr tĭ). 1. State of being poor and needy; wanting the comforts of life. 2. Lack of something needful. The *poverty* of the soil made crops poor. 3. Not enough of something; as, *poverty* of brains.
prac'ti cal (prăk'tĭ kăl). 1. Fitted for service. 2. Inclined to do things rather than merely think about them; as, a *practical* man. 3. Useful.
prac'ti cal ly (prăk'tĭ kăl ĭ). 1. Almost wholly. 2. In actual practice. That vase may be used *practically* as well as for an ornament.
prai'rie (prâr'ĭ). Level or rolling grassland without trees. Many cattle roam wild on the *prairie*.
preach'er (prēch'ĕr). One who preaches; a minister. The *preacher* of our church delivered a very fine sermon this morning.
pre ferred' (prē fûrd'). Liked better than; chosen instead of.
prep'a ra'tion (prĕp'ȧ rā'shŭn). 1. The act of making ready. 2. Special food, medicine, or mixture; as, a druggist's *preparation*.
pre pared' (prē pârd'). 1. Made ready. 2. Made something. Grace *prepared* a fine meal.
pres'ence (prĕz'ĕns). 1. Being in a certain place. 2. Nearness.
pre serve' (prē zûrv'). 1. To can, pickle, or similarly prepare foods for future use. 2. To shield; to keep safe. 3. To keep as it is; as, to *preserve* a memory. 4. Place where fish or game are kept.
pri'vate (prī'vĭt). 1. Not public; holding no public office. 2. Of a single person; as, *private* affairs. 3. Secret. 4. Common soldier.
priv'i lege (prĭv'ĭ lĭj). Right granted as especial favour.
prob'a ble (prŏb'ȧ b'l). Likely to be true.
pro ceed' (prō sēd'). 1. To go on. 2. To move forward; to advance.
proc'ess (prŏs'ĕs). 1. Actions involved in producing a result. The *process* of getting the child dressed took forever. 2. Advance; moving forward. In *process* of time, we shall get used to it.
pro duc'tion (prō dŭk'shŭn). 1. The getting out of products; manufacturing. 2. A work of art, as a play, book, picture, and so on. The *production* made money for the producer.
pro fes'sor (prō fĕs'ĕr). A teacher in a college or advanced school.
prof'it a ble (prŏf'ĭt ȧ b'l). Bringing in gain or profit.
pro mo'tion (prō mō'shŭn). 1. Advance in business. 2. Advance in grade.
prompt (prŏmpt). Quick; done at once; on time.
prompt'ly (prŏmpt'lĭ). See **prompt.**
pro pel'ler (prō pĕl'ĕr). A revolving hub with blades, used for starting and moving boats and aeroplanes.
prop'er ly (prŏp'ĕr lĭ). Correctly; suitably.
prop'er ty (prŏp'ĕr tĭ). Wealth; things owned, as land, houses, goods.
pro pose' (prō pōz'). 1. To intend. 2. To suggest; as, to *propose* a trip. 3. To make an offer of marriage.
pros'pect (prŏs'pĕkt). 1. Act of looking forward; outlook for the

future. 2. To search for; as, to *prospect* for gold.

pros'per ous (prŏs'pĕr ŭs). Having success; thriving.

pro'test (prō'tĕst). Objection; complaint.

pro test' (prō tĕst'). 1. To declare firmly. I *protest* that I am innocent. 2. To make a formal objection against.

pro vid'ed (prō vīd'ĕd). 1. Gave to; allowed. 2. On condition that. I shall buy the farm, *provided* you agree.

pro vi'sion (prō vĭzh'ŭn). 1. Providing for; supplying; furnishing. 2. Condition. There is one *provision* to the sale. **Provisions.** Stock; supply. We have *provisions* to last over Sunday.

pub'li ca'tion (pŭb'lĭ kā'shŭn). 1. Any book, magazine, or newspaper offered for sale. 2. Making something known. That news is not for *publication.*

pub'lish (pŭb'lĭsh). 1. To print for sale or to give out. 2. To make known; as, to *publish* a fact.

pun'ish ment (pŭn'ĭsh mĕnt). Something a person suffers for doing wrong.

pur'chased (pûr'chĭsd). Bought.

pur sue' (pĕr sū'). 1. To follow; to carry out; as, to *pursue* a course. 2. To chase. The soldiers will *pursue* the enemy until they overtake them.

qual'i ty (kwŏl'ĭ tĭ). 1. Kind; grade. 2. Trait; as, the *quality* of kindness. 3. Excellence; as, *quality* of wool.

quan'ti ties (kwŏn'tĭ tĭz). 1. Amounts. 2. Great numbers; as, *quantities* of berries.

quan'ti ty (kwŏn'tĭ tĭ). Amount of. See also **quantities.**

quo ta'tion (kwō tā'shŭn). Something repeated word for word from a book or from a conversation.

quote (kwōt). 1. To name the price of. 2. To repeat word for word.

read'i ly (rĕd'ĭ lĭ). 1. Cheerfully; with no objection. 2. Quickly.

re'al ize (rē'ăl īz). 1. To gain; to obtain. 2. To understand. The boys *realize* how dangerous it is to play ball in the street. 3. To turn property into money. He will *realize* a good sum on the house.

rea'son a ble (rē'z'n ă b'l). 1. Sensible. 2. Fair; just; as, a *reasonable* solution. 3. Not too much; as, a *reasonable* price.

reb'els (rĕb'ĕlz). Persons who fight against authority. All the *rebels* were taken to prison.

re bels' (rē bĕlz'). Fights against law or authority. The leader of the strike is telling why he *rebels* against the management.

re call' (rē kôl'). 1. To remember. 2. To call back; as, to *recall* a messenger.

re'cent (rē'sĕnt). In time just past.

rec'og nize (rĕk'ŏg nīz). 1. To admit. 2. To know again. 3. To perceive; as, to *recognize* talent. 4. To own as true; as, *recognize* a claim. 5. To allow to be heard. The chairman should *recognize* the speaker.

re duce' (rē dūs'). 1. To make smaller or less. 2. *Arithmetic.* Can you *reduce* the fraction to its lowest terms?

re duc'tion (rē dŭk'shŭn). Did he make you any *reduction* in price?

re fer' (rē fûr'). 1. To draw attention to. In speaking of birds of prey, I *refer* to the eagle. 2. To direct someone to look for information. I must *refer* you to the dictionary.

re ferred' (rē fûrd'). See **refer.**

re fused' (rē fūzd'). 1. Would not do something. 2. Declined. He *refused* the cake.

reg'is ter (rĕj'ĭs tĕr). 1. To enter one's name in a list. 2. To show; as, to *register* fear. 3. To record in a post office; as, to *register* a letter. 4. Opening for letting heat into a room.

reg'u lar ly (rĕg'ū lĕr lĭ). 1. Over and over in the same way. 2. Usually. 3. Evenly, as to size and spacing. He placed the trees *regularly* along the walk.

reg'u late (rĕg'ū lāt). 1. To control; to govern. 2. To fix so as to run well; as, to *regulate* a clock.

re lease' (rē lēs'). 1. To let out. 2. To set free; as, to *release* prisoners.

re li'a ble (rē lī'ă b'l). Fit to be trusted or depended upon.

re lieve' (rē lēv'). 1. To reduce; to make less. 2. To free. May I *relieve* you of your bag? 3. To take another's place; as, to *relieve* a guard.

re li'gious (rē lĭj'ŭs). Pious; devout. Most *religious* persons do a great deal of good for other people.

re main'ing (rē mān'ĭng). 1. Left behind or over. The dog ate the *remaining* chops. 2. Staying. The two girls were *remaining* at home. 3. Being unchanged. *Remaining* calm, the girl aimed the gun.

re mark'a ble (rē mär'kă b'l). Unusual; worthy of being noticed.

rem'e dy (rĕm'ĕ dĭ). 1. Means of curing. 2. To make better; as, to *remedy* a loss.

ren'der (rĕn'dĕr). 1. To give. 2. To melt in order to clear; as, to *render* lard. 3. To deliver; as, to *render* an account. 4. To furnish; as, to *render* aid.

re new' (rē nū'). 1. To repeat; to begin again. 2. To continue for a new period; as, to *renew* a subscription. 3. To make new; to replace.

re place' (rē plās'). 1. To put back. 2. To fill the place of; as, to *replace* a lost article.

re plied' (rē plīd'). Answered a question orally or by letter. He *replied* to my letter at once.

re ply'ing (rē plī'ĭng). Answering. See also **replied.**

rep're sent' (rĕp'rē zĕnt'). 1. To stand for. 2. To show a likeness of. This scene is supposed to *represent* the gold rush. 3. To act or speak for. The members *represent* their respective constituencies.

rep'u ta'tion (rĕp'ū tā'shŭn). 1. Good name; one's place in public esteem. 2. What others think about a person. She has a fine *reputation.*

re quired' (rē kwīrd'). 1. Needed. 2. Ordered; commanded. We were *required* to be at home before dark.

re quire'ment (rē kwīr'mĕnt). Need; necessity.

re sem'ble (rē zĕm'b'l). To look or be like. The twins *resemble* their father.

re sponse' (rē spŏns'). 1. Acting as though affected by something. 2. Answer. He made a favourable *response* to my request.

re spon'si ble (rē spŏn'sĭ b'l). 1. Held as reason for. 2. Worthy of trust; as, a *responsible* person.

re'tail (rē'tāl). Selling in small amounts.

re tain' (rē tān'). 1. To keep. 2. To hold in mind; as, to *retain* an idea.

re treat' (rē trēt'). 1. Safe place of rest or refuge. 2. To go back. The army made a hasty *retreat.*

ru'ral (rōōr'ăl). Of the country.

sac'ri fice (săk'rĭ fīs). 1. Giving up one thing for another. 2. Loss; as, to sell at a *sacrifice.*

sac'ri fice (săk'rĭ fīz). 1. To give up; as, to *sacrifice* one's time. 2. To make an offering; as, to *sacrifice* a lamb.

sal'mon (săm'ŭn). 1. Large fish with pinkish flesh. 2. A yellowish-pink colour.

san'i tar'y (săn'ĭ tĕr'ĭ). 1. Pure; free from germs. 2. Favourable to health.

sat'is fac'tion (săt'ĭs făk'shŭn). Feeling of contentment; pleasure.

sat'is fac'to ry (săt'ĭs făk'tō rĭ). Filling a need or hope; pleasing.

scale (skāl). 1. A series of steps ranging from smaller to larger. 2. To climb; as, to *scale* a wall. 3. *Music.* Series of notes going up or down in pitch. 4. Small, flat, hard piece of skin on the outside of a fish or snake. 5. One of the two dishes of a balance.

scarce (skârs). 1. Not plentiful. 2. Hard to get. Fruit is *scarce.*

scarce'ly (skârs'lĭ). 1. Hardly. 2. Very nearly not; as, *scarcely* breathed.

sched'ule (skĕd'ūl). 1. Plan for work or study. It is a good idea to keep to a regular *schedule.* 2. Timetable for trains. The train arrived according to *schedule.*

scheme (skēm). 1. Plan or idea for a project. 2. To plan or plot.

sec're tar'y (sĕk'rē tĕr'ĭ). 1. A person who attends to letters and records in a business house. My uncle has a private *secretary.* 2. A writing desk which has a place in the top for books.

se cure' (sē kūr'). 1. Safe. 2. To get. He must *secure* a new outfit. 3. To fasten; as, to *secure* a latch.

seize (sēz). 1. To grasp. He tried to *seize* the dog's collar to keep him from running away. 2. To take possession of; as, to *seize* a fort.

se lect'ed (sē lĕkt'ĕd). 1. Chose. 2. Chosen after considerable thought. The picture *selected* was painted by a young artist.

se lec'tion (sē lĕk'shŭn). 1. Choice. I like your *selection* of books. 2. Piece of music, poem, story, and so on. "The Maple Leaf Forever" is a patriotic *selection.*

sen'iors (sēn'yērz). 1. The *seniors* will graduate tomorrow. 2. Older; as, *seniors* in age.

sen'si ble (sĕn'sĭ b'l). 1. Wise; having good sense. 2. Aware. I am *sensible* of your goodness.

se'ri ous ly (sēr'ĭ ŭs lĭ). 1. Badly; dangerously. 2. Gravely; thoughtfully. The girl looked *seriously* at me. 3. Not joking. *Seriously,* I believe we should be more careful.

se vere' (sē vēr'). 1. Extreme; hard to endure. 2. Grave; serious; as, a *severe* manner. 3. Harsh; strict. Her parents were *severe* with her.

ship'ment (shĭp'mĕnt). Transportation of goods; also the goods shipped.

ship'ping (shĭp'ĭng). 1. Sending from one place to another by train, boat, truck, and so on. 2. Ships gathered in a single place; as, the *shipping* in a harbour.

shop'ping (shŏp'ĭng). Visiting stores to look at or buy goods. My sister likes to go *shopping* for clothes.

short'age (shôr'tĭj). A lack in amount; insufficient supply.

sim'i lar (sĭm'ĭ lĕr). Like; alike.

sin cere' (sĭn sēr'). 1. Real; genuine. 2. Honest.

sit'u a'tion (sĭt'ū ā'shŭn). 1. State; condition. 2. Position. The *situation* was unpleasant. 3. Job. My sister likes her new *situation.*

sketch (skĕch). 1. A rough drawing. He drew a *sketch* to show us how the ship was built. 2. Short piece of writing, story or play. 3. To draw roughly. I like to watch an artist *sketch* the outline for a painting.

skilled (skĭld). Having training and ability.

skil'ful (skĭl'fo͝ol). Expert; displaying great ability.

so ci'e ty (sō sī'ĕ tĭ). 1. Companionship; association with. I enjoy the *society* of musicians. 2. We belong to a debating *society.*

Date Due

3. People in general; as, changing *society*. 4. Any part of a community with particular standards of behaviour; as, fashionable *society*.

sole (sōl). 1. Only. 2. Under part of the foot. 3. Under part of a shoe. I need a new *sole* on my boot. 4. To fit with a new under part. Can you *sole* this for me by Monday?

solve (sŏlv). To clear up; to find the answer to.

some'what' (sŭm'hwŏt'). A little; slightly.

soul (sōl). 1. Person; human being. 2. The spiritual part of a person, which thinks, feels, and controls the body. I'm with you, body and *soul*. 3. Spirit. My grandmother was the *soul* of kindness.

spo'ken (spō'kĕn). Said aloud.

stom'ach (stŭm'ăk). Organ of the body which receives and digests food.

stor'age (stōr'ĭj). Safekeeping in a special place.

strict'ly (strĭkt'lĭ). 1. Carefully; closely; severely. 2. Exactly. That statement is *strictly* true.

strug'gle (strŭg''l). 1. Great effort. 2. Fight against odds. It was a *struggle* to win the game.

stu'pid (stū'pĭd). 1. Dull in mind. 2. In a deadened state.

sub'ma rine' (sŭb'mȧ rēn'). Underwater boat.

sub'ma rine' (sŭb'mȧ rēn'). Under the surface of the water; as, *submarine* plants.

sub mit' (sŭb mĭt'). 1. To give in to power; to yield. I refuse to *submit* to all his commands. 2. To refer to another's judgment. *Submit* your question to an authority.

sub mit'ted (sŭb mĭt'ĕd). See **submit**.

suc ceed'ed (sŭk sēd'ĕd). 1. Obtained good results in doing something. 2. Followed. Dinner *succeeded* the speeches. 3. Brought the desired result. The plot *succeeded*.

sug gest'ed (sŭ jĕst'ĕd). Proposed; brought an idea to someone's mind.

suit'a ble (sūt'ȧ b'l). 1. Fitted for a special need. 2. Proper.

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tel'

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coming to something. 2. Vow to do something to harm or injure a person. The *threat* of the gangster was to get his man.

threat'ened (thrĕt''nd). 1. Promised to harm. 2. Gave warning of evil to come. It *threatened* to be a tornado.

through out' (thrōō out'). 1. All through. 2. In every part.

to bog'gan (tō bŏg'ăn). A long narrow sled without runners, curved up in front. We had a lot of fun with our *toboggan* last winter.

'd'). 1. Car- to another. person to *rred* the title

1. Care by handling an of a subject. ard another. *eatment*. 1. Adorned. *rimmed* with away dead the plants. neat. The air. head pulley electric wire

I wrote a *writer*.

ĭ tĭ). Place s of learning ıe, business, r graduated last June. int). Not

. Not com-

; to do with

earnestly. They *urge*

ng; calling

Of different t. We grew a pansy of unusual *variety* in our garden last spring.

var'i ous (vâr'ĭ ŭs). 1. Several; different; as, *various* sorts. 2. Changeable; not always the same. His ideas on the subject were many and *various*.

var'y (vâr'ĭ). 1. To change. 2. To differ. The two lots *vary* greatly.

vast (vâst). Very broad and large.

ven'ture (vĕn'tûr). 1. A bold, risky undertaking. 2. To dare; as, to *venture* to fly.

verse (vûrs). 1. One line of poetry. We sang the first *verse* of "The Maple Leaf Forever." 2. Poetry in general. Most people enjoy a good book of *verse*. 3. Short part of a chapter in the Bible. He repeated a *verse* of Scripture.

vi'o lin' (vī'ō lĭn'). A musical instrument. The boy lifted his bow and played a waltz on his *violin*.

vir'tue (vûr'tū). Uprightness; a good moral quality. Honesty is a *virtue* I admire.

vis'i ble (vĭz'ĭ b'l). Able to be seen.

vi'sion (vĭzh'ŭn). 1. Seeing with the imagination; foresight. 2. Power of seeing. 3. Something seen in a dream or trance. The prophet had a *vision*.

vi'ta min (vī'tȧ mĭn). Substance found in food and necessary for health and growth.

vol'ume (vŏl'ûm). 1. Amount; bulk. 2. Space measured by cubic inches and feet; as, *volume* of a jar. 3. *Music*. Depth and fullness. 4. A book.

wag'es (wāj'ĕz). Payment for work.

wealth (wĕlth). 1. Riches. 2. Large amount. There is a *wealth* of talent in our school.

weap'on (wĕp'ŭn). 1. Means by which one fights something. 2. Instrument of fighting, as gun, sword, and so on.

wed'ding (wĕd'ĭng). The marriage ceremony. My sister had her *wedding* in the church.

whole'sale' (hōl'sāl'). Having to do with the selling of goods in large amounts, usually to merchants who will sell the goods at retail; as, a *wholesale* grocer.

whole'some (hōl'sŭm). 1. Good for the health. 2. Sane; normal; as, *wholesome* surroundings.

wis'dom (wĭz'dŭm). Knowledge and good judgment.

wrapped (răpt). Covered; enclosed. The baby was *wrapped* in wool.

youth (yōōth). 1. Young man. 2. Young people. The *youth* of our land is enthusiastic. 3. Time between childhood and manhood or womanhood.

PE 1145 Y54 BK-7 WRKBK-
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MY SPELLING

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How to Use Your

My Workbook Spelling contains six units. In every unit there are six lessons, each of which is planned for the work of one week. In the first five lessons of every unit you will learn twenty New Words. The sixth lesson of the unit is always a review.

Each day of the week you will do something different that will help you to learn the words and use them with skill. Be sure that you understand the plan for each day's work before you begin Lesson 1.

On this page you will find the steps for study during the weeks that you study New Words. The plan for Review Week is given on page 11.

On Monday, Get Acquainted with Your New Words

1. Your teacher or one of your classmates will read the story aloud.

2. Read the story silently to yourself. Be sure that you can pronounce every word. Then discuss the story with your classmates.

3. Find each of the New Words in the story. Pronounce them carefully. Make sure that you know what each one means.

4. Use each of the New Words in a sentence.

5. Copy the New Words.

On Tuesday, Look into Your New Words

With the lesson for each week you will find a number of exercises called *Working with Words.* Do these exercises on Tuesday.

On Wednesday, Take Your First Test

1. Find the place in your workbook where it says *My First Test.*

2. Listen carefully as your teacher pronounces each word. Then say each word softly to yourself. Write each word after its number.

3. Correct your test. Count the number of words that you spelled right. Write the number right on your paper. This is your first score.

4. Put a cross (X) after each word that you misspelled. These are your Hard Words. Write each of your Hard Words correctly in the spaces provided for them.

y Hard Words. Study each word that you misspelled on Wednesday. Use these rules for learning the words that you misspelled:

How to Learn to Spell

1. Look at the word and say it softly to yourself. Be sure to hear every sound correctly.
2. Look at the word and say each letter in it.
3. Cover the word or close your eyes. Try to say each letter of the word without looking at it.
4. Look at the word and copy it. Use a separate piece of paper.
5. Write the word three times without looking at your book. Check the spelling. If you made a mistake, start again with the first rule in this list.
6. When you know the Hard Word, write it in your workbook in the proper space.

2. Study every Hard Word the same way.

3. Beginning with Lesson 2, you will have eight Review Words each week. Study the Review Words when you have learned all the New Words. Study also the words that you misspelled on the last Friday's test.

4. If you have time left, learn to spell the Other Words to Spell. You will find the first list of these words in Lesson 2.

On Friday, Take Your Last Test

1. Turn to the back of your workbook and find the space for the test.

2. Listen carefully as your teacher pronounces each New Word and Review Word. Write each word.

3. Correct your test. Put a X after each word that you misspelled. Count the number of words that you spelled right. This is your score.

4. Write the words that you misspelled in the space in the next lesson called *Words I Misspelled on Last Friday's Test.*

5. Keep your record on the Progress Chart on page 96.

3. People in general; as, changing *society*. 4. Any part of a community with particular standards of behaviour; as, fashionable *society*.

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su [illegible] **d'**). 1. Carried from one person to another. 2. Passed from one person to another. He *transferred* the title to his son.

treat'ment (trēt'mĕnt). 1. Care by a doctor. 2. Way of handling an idea; as, *treatment* of a subject. 3. Way of acting toward another. He deserved better *treatment*.

trimmed (trĭmd). 1. Adorned. Mother had her hat *trimmed* with flowers. 2. Clipped away dead parts; as, *trimmed* the plants. 3. Made smooth and neat. The barber *trimmed* my hair.

trol'ley (trŏl'ĭ). Overhead pulley that moves against an electric wire to run a streetcar.

type'writ'er (tīp'rīt'ĕr). I wrote a neat letter on my *typewriter*.

u'ni ver'si ty (ū'nĭ vûr'sĭ tĭ). Place where highest branches of learning are taught, as medicine, business, law, etc. My brother graduated from a large *university* last June.

un pleas'ant (ŭn plĕz'ănt). Not pleasing.

un u'su al (ŭn ū'zhōō ȧl). Not common; rare.

ur'ban (ûr'bȧn). Having to do with a city.

urge (ûrj). 1. To beg earnestly. 2. To drive; to force. They *urge* the cattle homeward.

ur'gent (ûr'jĕnt). Pressing; calling for instant attention.

va ri'e ty (vȧ rī'ĕ tĭ). 1. Of different kinds. 2. A special sort. We grew a pansy of unusual *variety* in our garden last spring.

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wis'dom (wĭz'dŭm). Knowledge and good judgment.

wrapped (răpt). Covered; enclosed. The baby was *wrapped* in wool.

youth (yōōth). 1. Young man. 2. Young people. The *youth* of our land is enthusiastic. 3. Time between childhood and manhood or womanhood.

sup plied' (sŭ plīd'). 1. Provided with. We are *supplied* with enough pencils to last a year. 2. Filled a need. Turnips *supplied* food for the cows. 3. Filled in. George *supplied* the missing word.

sup plies' (sŭ plīz'). Stores of goods; quantities of something.

sur'geon (sûr'jŭn). Doctor who performs operations.

sus pect' (sŭs pĕkt'). 1. To believe to be so; to think likely. 2. To believe guilty; to distrust. He always seems to *suspect* me.

sym'pa thy (sĭm'pȧ thĭ). 1. Pity. 2. Sharing another's trouble or sadness.

tal'ent (tăl'ĕnt). Gift of doing some special thing well.

tel'e gram (tĕl'ē grăm). Message sent in code over electric wire.

tel'e graph (tĕl'ē grȧf). 1. Instrument for sending messages in code electrically. 2. To send a telegram.

tempt (tĕmpt). 1. To attract; to lure. 2. To lead someone to do wrong. He tried to *tempt* me to run away.

term (tûrm). Part of a school year.

ter'ri to'ry (tĕr'ĭ tō'rĭ). 1. Part of Canada not yet admitted as a province. 2. An extent of land. Ranches occupy immense *territory*.

thor'ough (thûr'ō). 1. Painstaking; careful. 2. Complete; nothing left out.

threat (thrĕt). 1. Cause of harm coming to something. 2. Vow to do something to harm or injure a person. The *threat* of the gangster was to get his man.

threat'ened (thrĕt''nd). 1. Promised to harm. 2. Gave warning of evil to come. It *threatened* to be a tornado.

through out' (thrōō out'). 1. All through. 2. In every part.

to bog'gan (tō bŏg'ăn). A long narrow sled without runners, curved up in front. We had a lot of fun with our *toboggan* last winter.

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YOAKAM GERALD ALAN 1887-
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4. Look at the word and copy it. Use a separate piece of paper.
5. Write the word three times without looking at your book. Check the spelling. If you made a mistake, start again with the first rule in this list.
6. When you know the Hard Word, write it in your workbook in the proper space.

2. Study every Hard Word the same way.

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2. Listen carefully as your teacher pronounces each New Word and Review Word. Write each word.

3. Correct your test. Put a X after each word that you misspelled. Count the number of words that you spelled right. This is your score.

4. Write the words that you misspelled in the space in the next lesson called *Words I Misspelled on Last Friday's Test.*

5. Keep your record on the Progress Chart on page 96.

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